Regular Meeting

BOARD OF EDUCATION
Jacksonville School District #117
AGENDA
Wednesday, June 24, 2026
Board Room
211 West State Street
Jacksonville, IL 62650
6:00 PM

I. CALL TO ORDER
II. PLEDGE OF ALLEGIANCE 2



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

117 JSD

RICH HISTORY, BRIGHT FUTURE

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

- JHS boys/girls Track Athletes
- JHS boys Tennis Athletes

VI. RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS 4

RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS

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

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

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

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

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

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

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

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

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

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

VII. ANNOUNCEMENTS - UPCOMING EVENTS

- July 3, 2026- Office and buildings closed (July 4th Holiday)
- July 15, 2026- Next Regular Board Meeting

VIII. STANDING REPORTS

A. Financial/Treasurer's Report 6

May-26	92.00% of Budget Year	2025-2026 Budget

FUND Year to Date	EDUC (10)	O/M (20)	DEBT SERV (30)	TRANS (40)	IMRF/SS (50)	CAP. PROJ (60)	WC (70)	TORT (80)	HLS (90)	TOTAL OPERATING FUNDS	TOTAL ALL FUNDS
EXPENDED	37,975,207	4,345,010	5,884,627	2,287,655	1,665,199	2,674,511	-	862,587	380,654	44,607,872	56,075,450
% EXP.	87.06%	81.39%	92.80%	82.88%	88.56%	17.83%	0.00%	95.68%	138.42%	86.25%	73.67%
EXPENSE BUDGET	43,621,709	5,338,388	6,341,244	2,760,101	1,880,369	15,000,000	-	901,499	275,000	51,720,198	76,118,310
	-										
REVENUE	37,724,851	4,638,463	4,199,965	2,151,614	1,787,586	15,246,127	221,522	1,040,711	285,766	44,736,450	67,296,604
% RECEIVED	101.14%	93.24%	122.55%	97.13%	103.73%	125.69%	216.94%	179.39%	100.57%	100.33%	107.27%
REVENUE BUDGET	37,298,582	4,975,005	3,427,193	2,215,194	1,723,225	12,130,000	102,110	580,135	284,148	44,590,891	62,735,592
	(6,323,127.00)	(363,383.00)	(2,914,051.00)	(544,907.00)	(157,144.00)	(2,870,000.00)	102,110.00	(321,364.00)	9,148.00	7,129,307.00	(13,382,718.00)

OPERATING FUND	Revenue	% Received	Expenditure	% Exp
Education	37,724,851	101.14%	37,975,207	87.06%
O & M	4,638,463	93.24%	4,345,010	81.39%
Transportation	2,151,614	97.13%	2,287,655	82.88%

TREASURER'S REPORT
May 31, 2026

Monthly Business

FUND	Beginning Cash Balance	Receipts (including interest)	Disbursements		Misc. Transactions	Bank Balance
			Payroll	Accounts Payable		
10-Education	$ 31,823,985.95	$ 2,275,234.91	$ (1,707,577.63)	$ (1,794,888.74)	$ 86,849.78	**$ 30,683,604.27**
20-O & M	$ 3,681,545.29	$ 170,287.05	$ (123,494.87)	(241,630.28)	$ 50,996.53	**$ 3,537,703.72**
30-Debt Service	$ 2,387,010.30	$ 309,011.21		$ (983,426.25)	$ 299.94	**$ 1,712,895.20**
40-Transportation	$ 3,095,464.44	$ 135.20	$ (94,204.69)	$ (100,095.57)	$ (33,927.72)	**$ 2,867,371.66**
50-IMRF/SS	$ 671,654.03	$ -		(151,184.70)	$ 1,193.62	**$ 521,662.95**
60-Capital Projects	$ 18,099,191.67	$ -	$ -	$ (543,936.52)	$ 23,905.25	**$ 17,579,160.40**
70-Working Cash	$ 3,383,398.44	$ -	$ -	$ -	$ 9,338.00	**$ 3,392,736.44**
80-Tort	$ 1,070,189.52	$ -	$ -	$ -	$ 1,641.85	**$ 1,071,831.37**
90-Fire Prevention & Safety	$ 14,450.94	$ -		$ -	$ 18.12	**$ 14,469.06**
						$ 61,381,435.07
TOTAL	**$ 64,226,890.58**	**$ 2,754,668.37**	**$ (1,925,277.19)**	**$ (3,815,162.06)**	**$ 140,315.37**	**$ 61,381,435.07**

Cash and Investments

	CASH			INVESTMENTS					
FUND	U.S. Bank - General Fund	U.S. Bank - Insurance Fund	Illinois Funds - General Fund	2025 Series BOND PROCEEDS	2026 Series BOND PROCEEDS	ISDLAF Investments	Amalgamated	IIIT Investments	TOTAL
10 Education	$ 3,415,031.69	$ 82,902.95	$ 17,698,613.90			$ 1,788,885.52		$ 7,698,170.21	**$ 30,683,604.28**
20 Operations & Maintenance	$ 790,419.33		$ 2,747,284.25			$ -		$ 0.14	**$ 3,537,703.71**
30 Bond & Interest	$ 1,130,706.23	$ -	$ -			$ 62,834.26	$ 519,354.71	$ -	**$ 1,712,895.21**
40 Transportation	$ 365,134.94	$ -	$ 2,001,028.71			$ -		$ 501,208.01	**$ 2,867,371.66**
50 IMRF / Social Security	$ 145,393.90		$ 191,747.86			$ 184,647.64		$ (126.45)	**$ 521,662.95**
60 Capital Projects	$ 62,143.07		$ 85,488.62	$ 3,897,560.34	13,533,968.38	$ 17,431,528.71		$ -	**$ 17,579,160.40**
70 Working Cash	$ 421,818.34		$ 965,912.58			$ -		$ 2,005,005.52	**$ 3,392,736.44**
80 Tort	$ 583,549.00	$ -	$ 488,157.68			$ -		$ 124.69	**$ 1,071,831.37**
90 Fire Prevention & Safety	$ 9,156.16	$ -	$ 5,311.48			$ -		$ 1.43	**$ 14,469.08**
99 Activity						$ 36,169.22		$ 42,652.61	**$ 78,821.83**
TOTAL				**$**	**17,431,528.72**				**$ 61,381,435.08**
	$ 6,923,352.66	**$ 82,902.95**	**$ 24,183,545.07**			**$ 19,504,065.36**	**$ 519,354.71**	**$ 10,247,036.16**	**$ 61,460,256.91**
						Minus Activity Funds		**$ 61,381,435.08**	

Operating Funds Fund Balances

Operating Funds	Current Year FY 2026	Last Year FY 2025	Difference FY 26 to FY 25
Fund 10 - Education	$ 30,683,604.27	$32,980,429.24	$ (2,296,824.97)
Fund 20 - O & M	$ 3,537,703.72	$3,386,916.10	$ 150,787.62
Fund 40 -Transportation	$ 2,867,371.66	$2,871,009.32	$ (3,637.66)
Fund 70 - Working Cash	$ 3,392,736.44	$3,166,159.74	$ 226,576.70
Total	**$ 40,481,416.09**	**$42,404,514.40**	**$ (1,923,098.31)**

Aniticipated Property Taxes, EBF, and PPRT

REVENUE	ANTICIPATED (ALL FUNDS)	RECEIVED (ALL FUNDS)
Property Taxes	$ 24,421,682.11	$ 24,540,772.27
EBF	$ 12,106,602.74	$ 11,006,000.00
PPRT	$ 2,810,728.00	$ 2,693,791.31
	$ 39,339,012.85	**$ 38,240,563.58**

Cummulative To Date Expense Comparison				
	FY 25	FY 26	Difference	Notes
Salaries	20,373,934.51	20,950,430.01	576,495.50	
Benefits	15,627,641.59	15,911,011.70	283,370.11	
Purchased Services	2,642,953.11	2,320,395.32	-322,557.79	Title Expenses in FY 25 not yet seen in FY 26
Supplies and Materials	3,820,173.46	3,266,495.30	-553,678.16	FY 26-Reduced Curriculum purchases/Tech Refresh
Capital Outlay	554,007.45	531,322.97	-22,684.48	
Other Objects	1,919,482.70	2,022,327.76	102,845.06	SPED costs
Non-Cap Outlay	198,178.12	15,300.07	-182,878.05	FY 26-No Technology refresh
Termination Benefits	0.00	63,022.31	63,022.31	
Totals	45,136,370.94	45,080,305.44	-56,065.50	

Cummulative To Date Revenue Comparison				
	FY 25	FY 26	Difference	Notes
Local	26,478,277.35	25,309,304.05	(1,168,973.30)	FY 26 Property Tax Payback. CPPRT estimated at 2.8M received 2.7M in FY 26. FY26 225K placed into IMRF/SS, only 60K in FY 25
State	13,635,255.62	13,336,844.44	(298,411.18)	FY 26 SPED Orphanage is down 89K, Transportation 112K, EY 156K, TVG 226K from FY 25, FY 26 129K EBF placed in Tort
Federal	5,146,335.50	4,582,053.45	(564,282.05)	Received $194,461.00 in ESSER III reimbursements in FY 25 not in FY 26. Fed SPED is behind in FY 26 by 290K.
	45,259,868.47	43,228,201.94	(2,031,666.53)	

B. Fund Tracker
C. Sales Tax Tracker 10

JSD117 MORGAN COUNTY SCHOOL FACILITY SALES TAX COLLECTIONS

FY24

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

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

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

Difference in Predicted by Pro		
Predicted	$ 3,106,633.00	
FY24	$ 3,319,470.25	
Difference	$ 212,837.25	(End of Year)

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

FY25

Month Paid	Month Received	Amount Received	Diff vs Previous Year	Running Total	Inc % Year 1
March	July 2024	$ 276,409.10	$ (3,992.48)	$ (3,992.48)	0.986
April	August	$ 272,541.81	$ (3,585.84)	$ (7,578.32)	0.987
May	September	$ 300,542.52	$ 15,750.72	$ 8,172.40	1.055
June	October	$ 288,401.64	$ 16,154.18	$ 24,326.58	1.059
July	November	$ 281,541.08	$ 15,561.17	$ 39,887.75	1.059
Aug	December	$ 276,503.97	$ 18,580.82	$ 58,468.57	1.072
Sept	January 2025	$ 285,489.22	$ 11,021.31	$ 69,489.88	1.040
Oct	February	$ 288,988.76	$ 11,611.74	$ 81,101.62	1.042
Nov	March	$ 282,444.63	$ (2,702.20)	$ 78,399.42	0.991
Dec	April	$ 321,623.03	$ (16,920.08)	$ 61,479.34	0.950
Jan	May	$ 272,934.53	$ 13,702.72	$ 75,182.06	1.053
Feb	June	$ 282,660.95	$ 35,428.93	$ 110,610.99	1.143
	Total	$ 3,430,081.24	$ 110,610.99		

Predicted by Pro	$ 3,377,939.00	Per Document	Sum	12.44
Projected by sheet	$ 3,440,267.60	Per Actual	After Months	12
Proj Diff vs Predict	**$ 62,328.60**		Average	1.036
Percent Above	1.8%			

Bond Pay 1-4	$ 2,979,233.76	
Diff Predict	$ 398,705.24	
Diff Projected	**$ 461,033.84**	
Diff Actual	$ 450,847.48	(End of Year)
Annual Growth	1.0333	

Difference in Predicted by Pro		
Predicted	$ 3,377,939.00	
Actual FY25	$ 3,430,081.24	
Difference	$ 52,142.24	(End of Year)

Bond 1 2015	$ 2,138,583.76
Bond 2 2017	$ 366,675.00
Bond 3 21	$ 276,000.00
Bond 4 21	$ 197,975.00
Total	**$ 2,979,233.76**

FY26

Month Paid	Month Received	Amount Received	Diff vs Previous Year	Running Total	Inc % Year 1
March	July 2025	$ 328,034.69	$ 51,625.59	$ 51,625.59	1.187
April	August	$ 320,456.09	$ 47,914.28	$ 99,539.87	1.176
May	September	$ 332,787.34	$ 32,244.82	$ 131,784.69	1.107
June	October	$ 322,475.43	$ 34,073.79	$ 165,858.48	1.118
July	November	$ 337,251.98	$ 55,710.90	$ 221,569.38	1.198
Aug	December	$ 327,069.98	$ 50,566.01	$ 272,135.39	1.183
Sept	January 2026	$ 335,633.89	$ 50,144.67	$ 322,280.06	1.176
Oct	February	$ 342,566.96	$ 53,578.20	$ 375,858.26	1.185
Nov	March	$ 328,277.27	$ 45,832.64	$ 421,690.90	1.162
Dec	April	$ 422,649.65	$ 101,026.62	$ 522,717.52	1.314
Jan	May	$ 309,011.21	$ 36,076.68	$ 558,794.20	1.132
Feb	June	$ 278,585.26	$ (4,075.69)	$ 554,718.51	0.986
	Total	$ 3,984,799.75			

Predicted by Pro	$ 3,428,608.00	Per Document	Sum	13.92
Projected by sheet	$ 3,980,026.05	Per Actual	After Months	12
Proj Diff vs Predict	**$ 551,418.05**		Average	1.160
Percent Above	16.1%			

Bond Pay 1-4	$ 3,424,304.00	
Diff Predict	$ 4,304.00	
Diff Projected	**$ 555,722.05**	
Diff Actual	**$ 560,495.75**	(End of Year)

Difference in Predicted by Pro		
Predicted	$ 3,428,608.00	
Actual FY25	$ 3,984,799.75	
Difference	**$ 556,191.75**	(End of Year)

Bond 1 2015	$ 1,118,906.00
Bond 2 2017	$ 366,675.00
Bond 3 21	$ 221,805.00
Bond 4 21	$ 276,000.00
Bond 5 2025	$ 3,440,918.00
Subtotal	$ 5,424,304.00
Debt Service Funds	$ (2,000,000.00)
Total Bond Payments	**$ 3,424,304.00**

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

D. State Updates
E. Vision 117 Phase IV
F. F.O.I.A. Report 12

- Michael A. Ayele
- SmartProcure- Sheri Reid
- Sunlight Access- Oshea Smith

Matthew Moore <mmoore@jsd117.org>

FOIA Request - 5 ILCS 140/1

1 message

Michael Ayele <waacl13@gmail.com> Tue, May 19, 2026 at 9:41 AM
To: Matthew Moore <mmoore@jsd117.org>, nbeard@jsd117.org, bstewart4@jsd117.org, twilson@jsd117.org, hleonard@jsd117.org, strace@jsd117.org, bpool@jsd117.org
Cc: "Michael Ayele (W)" <waacl13@gmail.com>

W (AACL)
Michael A. Ayele
P.O.Box 20438
Addis Ababa, Ethiopia
E-mail: waacl13@gmail.com ; waacl1313@gmail.com ; waacl42913@gmail.com

Date.: Tuesday, May 19, 2026

Freedom of Information Act (FOIA) Request

Hello,

This is Michael A. Ayele sending this message though I now go by W. I am writing this letter for the purpose of filing a FOIA request with Jacksonville School District 117. The bases for this non-commercial records request are [1] the decision of the United States government to designate the month of May as "*Mental Health Awareness Month*" [i] and [2] the National Council on Disability (NCD) January 20, 2000 report entitled "*From Privileges to Rights: People Labelled with Psychiatric Disabilities Speak for Themselves.*" [ii]

I) Requested Records

What I am requesting for prompt disclosure are records in your possession detailing your discussions about [1] Mental Health Awareness Month as an event which (i) is held annually in May; (ii) serves to amplify the voices of people labelled with psychiatric disabilities; (iii) serves to shed light on the "*medical treatment*" provided by "*mental health facilities*" to people labelled with psychiatric disabilities; (iv) has adopted the following theme for Calendar Year 2026: "*More Good Days, Together;*" [2] the manner in which your school district has commemorated Mental Health Awareness Month in Calendar Year 2026 (or in the years prior 2026); [3] the National Council on Disability (NCD) as a federal agency of the United States government which had on (or around) January 20, 2000 published a report recognizing that (i) people labelled with psychiatric disabilities frequently "*have their freedoms taken away without ever being convicted of a crime;*" (ii) people labelled with psychiatric disabilities are frequently "*incarcerated with minimal or no respect for their due process rights;*" (iii) people labelled with psychiatric disability are "*systematically and routinely deprived of their rights, and treated as less than full citizens or full human beings;*" (iv) people labelled with psychiatric disabilities are very frequently alone when they question practices such as involuntary commitment, forced drugging, segregation both in institutions and community programs, and the routine use of restraint and seclusion; (v) "*the manner in which American society treats people with psychiatric disabilities constitutes a national emergency and a national disgrace*;" (vi) "*the use of involuntary treatments such as forced drugging and inpatient and outpatient commitment laws should be viewed as inherently suspect and as incompatible with the principles of self-determination;*" (vii) "*aversive treatment that involve the infliction of pain or the restriction of movement for purposes of changing behavior should be banned;*" [iii] [4] Michael A. Ayele (a.k.a.) W as a Black Bachelor of Arts (B.A) Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri healthcare employee (listed on Missouri's Accountability Portal) who has witnessed his written content being subjected to frenzy before they were very inappropriately filtered and distorted on internet search engines (ISE)

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such as AOL, Bing/MSN, Google and Yahoo following his decision (i) to unconditionally and unequivocally condemn the forcible administration of psychotropic drugs; (ii) to recognize that forcibly injecting a person with Thorazine is very much akin to tampering with a woman's alcohol beverage by adding a date rape drug such as Rohypnol (flunitrazepam), GHB (gamma hydroxybutyric acid) and Ketamine; [5] the decision of the AOL and Bing/MSN search engines to filter and distort Michael A. Ayele (a.k.a) W's FOIA Request NCD 2022 – 01 by generating unwelcome and unapproved queries such as "*Michael Ayele Title VII,*" "*Michael Ayele Lawsuit,*" "*Michael Ayele Habeas Corpus,*" "*Michael Ayele Views on Schizophrenia,*" "*Michael Ayele missing,*" "*Michael Ayele Defamation,*" "*Michael Ayele Mental Health Awareness Month;*" [6] Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary depicting how (i) the carceral system in Norway neither incited nor encouraged violence; (ii) the carceral system in Norway actively sought to break the cycle of violence; (iii) the carceral system in Norway actively sought to rehabilitate people even if they were convicted of serious crimes such as murder; (iv) individuals in Norway convicted of murder have access to knives, Television, computers, the latest Xbox consoles (as well as other goods and services) while in prison; (v) the prison conditions in the United States of America (U.S.A) are very much encouraging and inciting of violence because of systemic racism; (vi) the carceral system in the U.S.A (in contrast to that of Norway) is not interested in breaking the cycle of violence; (vii) the carceral system in the U.S.A (in contrast to that of Norway) is very much focused on retribution, punishment and the settling of personal scores instead of rehabilitation; (viii) violence committed against Black people in American prisons should be viewed as inherently suspect. [iv]

II) Request for a Fee Waiver and Expedited Processing

Expedited Processing for this records request is justified because:

1) The National Council on Disability (NCD) has on (or around) January 20, 2000 published a report recognizing that (i) people labelled with psychiatric disabilities frequently "*have their freedoms taken away without ever being convicted of a crime;*" (ii) people labelled with psychiatric disabilities are frequently "*incarcerated with minimal or no respect for their due process rights;*" (iii) people labelled with psychiatric disability are "*systematically and routinely deprived of their rights, and treated as less than full citizens or full human beings;*" (iv) people labelled with psychiatric disabilities are very frequently alone when they question practices such as involuntary commitment, forced drugging, segregation both in institutions and community programs, and the routine use of restraint and seclusion; (v) "*the manner in which American society treats people with psychiatric disabilities constitutes a national emergency and a national disgrace*;" (vi) "*the use of involuntary treatments such as forced drugging and inpatient and outpatient commitment laws should be viewed as inherently suspect and as incompatible with the principles of self-determination;*" (vii) "*aversive treatment that involve the infliction of pain or the restriction of movement for purposes of changing behavior should be banned.*"
2) Michael A. Ayele (a.k.a.) W is a Black Bachelor of Arts (B.A.) Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri state government employee who has in the mid-2010s witnessed many of the shocking practices that were described in the NCD January 20, 2000 report.
3) Michael A. Ayele (a.k.a.) W is a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri state government employee who has in the mid-2010s expressed written objections upon witnessing many of the shocking practices that were described in the NCD January 20, 2000 report.
4) Michael A. Ayele (a.k.a.) W is a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri state government employee who has (in the month of January 2022) corresponded with the NCD about many of the shocking practices he witnessed in the mid-2010s when he was last living in the United States of America (U.S.A).
5) Michael A. Ayele (a.k.a.) W is a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri state government employee who was subjected to frenzy on internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo following his decision to publish his correspondence with the NCD on the subject of their January 20, 2000 report entitled "*From Privileges to Rights: People Labelled with Psychiatric Disabilities Speak for Themselves.*"
6) Michael A. Ayele (a.k.a.) W is a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri state government employee who has witnessed his

correspondence with the NCD (on the subject of their January 20, 2000 report) being filtered and distorted by internet search engines such as AOL, Bing/MSN, Google and Yahoo.
7) The issues raised in this records request (as well as the issues raised in the NCD January 20, 2000 report) put into question the government's integrity about the way that people are treated in the U.S.A on account of their gender, their racial backgrounds, their national origins and their disability status.
8) The requested records will shed light upon the manner in which Michael A. Ayele (a.k.a.) W's correspondence with the NCD on the subject of their January 20, 2000 report was filtered and distorted on search engines such as AOL, Bing/MSN, Google and Yahoo.

The public has a compelling and legitimate interest in this information because:

1) On (or around) October 29, 2021, the American Psychological Association (APA) had issued an apology for their complicity in exacerbating racism in American society and government. When issuing their October 29, 2021 apology, the APA publicly recognized that the "*discipline of psychology"* (i) "*has since its origins as a scientific discipline in the mid-19th century, contributed to the dispossession, displacement, and exploitation of communities of color;*" (ii) has "*contributed to the financial wealth gap and social class disparities experienced by many communities of colors;"* (iii) "*was complicit in contributing to systemic inequities, and hurt many through racism, racial discrimination, and denigration of color;"* (iv) has for a long time throughout its history failed to recognize that "*racial inequities result from laws, systems, policies, practices, and cultural narratives that reflect racial bias and white supremacist ideology;"* (v) has for a long time throughout its history failed to recognize that race "*is a social construct with no underlying genetic or biological basis;"* (vi) has for a long time throughout its history failed to condemn "*racism in all forms for its destructive psychological, social, educational and economic effects on human rights and human welfare throughout the lifespan;"* (vii) has for a long time throughout its history "*promulgated ideas of human hierarchy through the construction, study, and interpretation of racial differences;"* (viii) has for a long time throughout its history "*participated in, and disseminated scientific models and approaches rooted in scientific racism;"* (ix) has for a long time throughout its history promoted pseudoscientific movements such as "*eugenics*" to "*support segregation, sterilization, and antimarriage laws."* ***[v]***
2) Approximately 8 (eight) months before issuing their public apology, the APA had in the month of February 2021 recognized that (i) "*racism is not limited to racist ideas, attributions, expectations, assumptions, and behaviors held by individuals;"* (ii) "*racism has been an enduring, insidious, and pervasive feature of the United States (U.S.) landscape;"* (iii) "*racism has shaped and undermined almost every aspect of U.S society, including our laws, policies, educational systems, customs, and cultural narratives, weakening our political and civil institutions and creating many political and social fissures;"* (iv) "***racism intersects with other social and personal identities (e.g., age, gender, sexual orientation, religion, ability status, socioeconomic status, etc.) in ways that compound experiences of oppression among diverse groups in the form of sexism****, heterosexism, ableism;"* (v) "*white privilege is unearned power that is afforded to white people on the basis of status rather than earned merit and protects white people from the consequences of being racist and benefitting from systemic racism."* ***[vi]***
3) The requested records will enable the public to ascertain if your school district has commemorated the month of May as "*Mental Health Awareness Month"* by bringing to the forefront of public attention the systemic racism and discrimination encountered by people labelled with psychiatric disabilities.
4) The requested records will enable the public to ascertain if your school district has commemorated Mental Health Awareness Month by bringing to the forefront of public attention the experiences of Black / African American healthcare workers who have experienced (or witnessed) racism and/or discrimination in psychiatric hospital settings.

5) The requested records will enable the public to ascertain if your school district has commemorated Mental Health Awareness Month by bringing to the forefront of public attention the experiences of Black / African American healthcare workers who were retaliated upon for speaking out and/or taking legal actions against the racism and/or discrimination they have experienced (or witnessed) in psychiatric hospital settings.
6) The requested records will enable the public to ascertain if your school district has held conversations about the NCD January 20, 2000 report which recognized that (i) people labelled with psychiatric disabilities frequently "*have their freedoms taken away without ever being convicted of a crime;"* (ii) people labelled with psychiatric disabilities are frequently "*incarcerated with minimal or no respect for their due process rights;*" (iii) people labelled with psychiatric disability are "*systematically and routinely deprived of their rights, and treated as less than full citizens or full human beings;"* (iv) people labelled with psychiatric disabilities are very frequently alone when they question practices such as involuntary commitment, forced drugging, segregation both in institutions and community programs, and the routine use of restraint and seclusion; (v) "*the manner in which American society treats people with psychiatric disabilities constitutes a national emergency and a national disgrace*;" (vi) "*the use of involuntary treatments such as forced drugging and inpatient and outpatient commitment laws should be viewed as inherently suspect and as incompatible with the principles of self-determination;"* (vii) "*aversive treatment that involve the infliction of pain or the restriction of movement for purposes of changing behavior should be banned."*
7) The requested records will shed light on the justification American so-called "*healthcare professionals"* rely upon to explain their forcible administration of psychotropic drugs upon people with disabilities (PWD) as well as people who don't have a disability. [vii]
8) The requested records will shed light upon Michael A. Ayele (a.k.a.) W's correspondence with the Missouri Department of Mental Health (MODMH) about the justification they rely upon to explain their forcible administration of psychotropic drugs upon people with disabilities (PWD) as well as people who don't have a disability.[viii]
9) The requested records will shed light upon the manner in which Michael A. Ayele (a.k.a.) W's key questions on Title VII of the 1964 and 1991 Civil Rights Act were filtered and distorted by internet search engines (ISE) such as AOL and Bing/MSN.[ix]
10) The requested records will shed light upon the manner in which internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo have filtered and distorted Michael Ayele (a.k.a.) W's written publications by generating unwelcome and unapproved queries such as "*Michael Ayele Title VII," "Michael Ayele Lawsuit," "Michael Ayele Habeas Corpus," "Michael Ayele Views on Schizophrenia," "Michael Ayele missing," "Michael Ayele Defamation," "Michael Ayele Mental Health Awareness Month."* [x]
11) The requested records will enable the public to ascertain if your school district has previously streamed (and discussed) Michael Moore's 2015 documentary entitled "*Where to Invade Next?"*
12) The requested records will shed light on prison conditions in Norway and the U.S.A: two highly developed countries with vastly different approaches on how to deal with individuals convicted of serious crimes (such as murder).

In my judgment, the facts presented in my request for a fee waiver and expedited processing will significantly decrease public confidence [1] in the so-called "*mental health institutions"* that forcibly administer psychotropic drugs on people with disabilities (PWD) as well as other people who don't have a disability; [2] in those who have in the past actively sought to excuse and legitimize the forcible administration of psychotropic drugs. Therefore, I (as a former Missouri healthcare worker) would like to take this opportunity unconditionally and unequivocally condemn the backwards medical practice of forcibly administering psychotropic drugs (whether such practices are happening in the State of New York or the State of Virginia or the State of Maryland or the State of Missouri or the State of Texas or the State of Arizona or the State of California or the District of Columbia or elsewhere).

In my opinion, the facts presented in my request for a fee waiver and expedited processing will significantly decrease public confidence in the activities, the engagements and the priorities of internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo because they have previously filtered, distorted and misattributed Michael A. Ayele (a.k.a.) W's correspondence with the National Council on

Disability (NCD) on the subject of their January 20, 2000 report entitled "*From Privileges to Rights: People Labelled with Psychiatric Disabilities Speak for Themselves."* Unfortunately, I regret to inform you that the decision of ISE to filter, distort and misattribute Michael A. Ayele (a.k.a.) W's written publications on the forcible administration of psychotropic drugs [1] was not an isolated incident, but part of a repeated pattern; [2] has served to undermine transparency and accountability in psychiatric hospital settings that use coercion in an effort to change behavior; [3] has exacerbated racism and discrimination online, causing direct harm to the name, the image and the likeness of Michael A. Ayele (a.k.a.) W.

As a former Missouri healthcare worker, I agree with the NCD conclusion that the forcible administration of psychotropic drugs should be viewed suspiciously because [1] the practice itself is very much akin to tampering with a woman's alcohol beverage by adding a date rape drug such as Rohypnol (flunitrazepam) and/or GHB (gamma hydroxybutyric acid) and/or Ketamine;[xi] [2] prison conditions in the United States of America (U.S.A) are not those in Norway. For instance, the use of the racial slur "*N****r"* is very much encouraging and inciting of violence. However, in many prison settings of the U.S.A, the use of this racial slur has become commonplace and goes on without consequence. Anecdotally, while I was employed for the Missouri Department of Mental Health (MODMH) Fulton State Hospital (FSH), I was called a "*N****r"* by a white patient/prisoner before I was physically attacked (by that same patient/prisoner). After this incident had transpired, I verbally told my colleagues at the MODMH that I didn't want to be referred to as a "*N****r"* and if ever in the future, I was physically attacked after being called a "*N****r,"* I would defend myself. In the days and weeks after this incident at the MODMH (FSH), I was effectively demoted and I became a "*float employee"* no longer routinely assigned to the Program for Recovery, Initiation and Self-Motivation (PRISM) at the now-defunct Biggs Forensic Center (BFC). In my Calendar Year 2013 performance evaluation paperwork, staff personnel at the MODMH even noted how I had said that I would defend myself to justify the reason for my demotion. However, in that paperwork that "*explained"* my demotion, there's no mention of me being called a "*N****r"* and being physically attacked by a white patient/prisoner even though there's audio and video footage of this incident which was recorded by my former employers.[xii] After I became a "*float employee,"* I learned that the white patient who had called me a "*N****r"* and attacked me was calling other Black / African American staff personnel "*N****rs"* before physically attacking them.

Overall, I do believe that the American carceral system needs to be able to accommodate Black / African American employees who [1] are as a matter of principle opposed to the forcible administration of psychotropic drugs; [2] don't want to be referred to as "*N****rs."* Failing to do otherwise will only exacerbate violence while further fostering mistrust and resentment. The example of Norway's prison system, as shown in Michael Moore's 2015 documentary *Where to Invade Next*, demonstrates that carceral environments can effectively prioritize rehabilitation, dignity, and the reduction of violence. In other words, there's no trade-off between treating people humanely and maintaining public safety: prisons that respect autonomy, enforce dignity, and focus on breaking cycles of harm prevent radicalization, reduce recidivism, and stop minor offenders from emerging embittered and predisposed to committing more serious crimes. By contrast, systems that rely on coercion, abuse, and dehumanization not only fail to rehabilitate, they actively create the conditions for further distrust, hostility, and destructive behavior.

Implementing the recommendations of the NCD January 20, 2000 report is critically important because they provide a clear blueprint for creating correctional facilities that prioritize public safety, human dignity, and patient autonomy. Indeed, these recommendations emphasize how involuntary treatments and coercive interventions are counterproductive (in addition to being ethically unacceptable) because of their tendency to undermine trust while at the same time fostering resentment, encouraging radicalization, and increasing the likelihood that minor offenders will reoffend or escalate to more serious criminal behavior. As noted by the NCD in their January 20, 2000 report, breaking cycles of harm and strengthening positive staff-inmate relationships (in order to have "***More Good Days Together"***) requires that [1] the "*use of involuntary treatment such as forced drugging (…) be viewed as inherently suspect;"* [2] 16

"*aversive treatment that involve the infliction of pain or the restriction of movement for purposes of changing behavior be banned."*

The core issues presented in this records request are as follows. 1) Have you had conversations about Mental Health Awareness Month as an event that is held annually in May? If yes, will you promptly disclose those records? 2) Have you had conversations about Mental Health Awareness Month as an event which serves to amplify the voices of people labelled with psychiatric disabilities? If yes, will you promptly disclose those records? 3) Have you had conversations about Mental Health Awareness Month as an event which serves to shed light upon the "*medical treatment"* that is provided to people labelled with psychiatric disabilities? If yes, will you promptly disclose those records? 4) Have you had conversations about Mental Health Awareness Month as an event which has adopted the following theme for Calendar Year 2026: "*More Good Days, Together?"* If yes, will you promptly disclose those records? 5) Has your school district previously commemorated Mental Health Awareness Month in Calendar Year 2026 (or in the years prior to 2026)? If yes, will you promptly disclose those records? 6) Have you had conversations about the National Council on Disability (NCD) as a federal agency of the United States government which had on (or around) January 20, 2000 recognized that people labelled with psychiatric disabilities frequently "*have their freedoms taken away without ever being convicted of a crime?"* If yes, will you promptly disclose those records? 7) Have you had conversations about the NCD as a federal agency of the United States government which had on (or around) January 20, 2000 recognized that people labelled with psychiatric disabilities are frequently "*incarcerated with minimal or no respect for their due process rights?*" If yes, will you promptly disclose those records? 8) Have you had conversations about the NCD as a federal agency of the United States government which had on (or around) January 20, 2000 recognized that people labelled with psychiatric disability are "*systematically and routinely deprived of their rights, and treated as less than full citizens or full human beings?"* If yes, will you promptly disclose those records? 9) Have you had conversations about the NCD as a federal agency of the United States government which had on (or around) January 20, 2000 recognized that people labelled with psychiatric disabilities are very frequently alone when they question practices such as involuntary commitment, forced drugging, segregation both in institutions and community programs, and the routine use of restraint and seclusion? If yes, will you promptly disclose those records? 10) Have you had conversations about the NCD as a federal agency of the United States government which had on (or around) January 20, 2000 recognized that "*the manner in which American society treats people with psychiatric disabilities constitutes a national emergency and a national disgrace*?" If yes, will you promptly disclose those records? 11) Have you had conversations about the NCD as a federal agency of the United States government which had on (or around) January 20, 2000 recognized that "*the use of involuntary treatments such as forced drugging and inpatient and outpatient commitment laws should be viewed as inherently suspect and as incompatible with the principles of self-determination?"* If yes, will you promptly disclose those records? 12) Have you had conversations about the NCD as a federal agency of the United States government which had on (or around) January 20, 2000 recognized that "*aversive treatment that involve the infliction of pain or the restriction of movement for purposes of changing behavior should be banned?"* If yes, will you promptly disclose those records? 13) Have you had conversations about Michael A. Ayele (a.k.a) W as a Black Bachelor of Arts (B.A.) Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri healthcare employee (listed on Missouri's Accountability Portal) who has witnessed his written content being subjected to frenzy before they were very inappropriately filtered and distorted on internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo following his decision to unconditionally and unequivocally condemn the forcible administration of psychotropic drugs? If yes, will you promptly disclose those records? 14) Have you had conversations about Michael A. Ayele (a.k.a) W as a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri healthcare employee (listed on Missouri's Accountability Portal) who has witnessed his written content being subjected to frenzy before they were very inappropriately filtered and distorted on ISE such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that forcibly injecting a person with Thorazine is very much akin to tampering with a woman's alcohol beverage by adding a date rape drug such as Rohypnol (flunitrazepam), GHB (gamma hydroxybutyric acid) and Ketamine? If yes, will you promptly disclose those records? 15) Have you had conversations about Michael A. Ayele

(a.k.a.) W as a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri healthcare employee (listed on Missouri's Accountability Portal) who has never in the past contacted employees and legal representatives of the AOL, Bing/MSN, Google and Yahoo internet search engines (ISE) to demand that they generate cues such as "*Michael Ayele Title VII,*" "*Michael Ayele Lawsuit,*" "*Michael Ayele Habeas Corpus,*" "*Michael Ayele Views on Schizophrenia,*" "*Michael Ayele missing,*" "*Michael Ayele Defamation,*" "*Michael Ayele Mental Health Awareness Month?*" If yes, will you promptly disclose those records? 16) Have you had conversations about the decision of the AOL and Bing/MSN search engines to filter and distort Michael A. Ayele (a.k.a.) W's FOIA Request NCD 2022 – 01 by generating unwelcome and unapproved queries such as "*Michael Ayele Title VII,*" "*Michael Ayele Lawsuit,*" "*Michael Ayele Habeas Corpus,*" "*Michael Ayele Views on Schizophrenia,*" "*Michael Ayele missing,*" "*Michael Ayele Defamation,*" "*Michael Ayele Mental Health Awareness Month?*" If yes, will you promptly disclose those records? 17) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary depicting how the carceral system in Norway neither incited nor encouraged violence? If yes, will you promptly disclose those records? 18) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2016 released a documentary depicting how the carceral system in Norway actively sought to break the cycle of violence? If yes, will you promptly disclose those records? 19) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary depicting how the carceral system in Norway actively sought to rehabilitate people even if they were convicted of serious crimes such as murder? If yes, will you promptly disclose those records? 20) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary depicting how individuals in Norway convicted of murder have access to knives, Television, computers, the latest XBox consoles (as well as other goods and services) while in prison? If yes, will you promptly disclose those records? 21) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary depicting how the prison conditions in the United States of America (U.S.A) are very much encouraging and inciting of violence because of systemic racism? If yes, will you promptly disclose those records? 22) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary strongly implying that the prison conditions in the U.S.A. are very much encouraging and inciting of violence because of the frequent use of the racial slur "*N****r?*" If yes, will you promptly disclose those records? 23) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary depicting how the carceral system in the U.S.A (in contrast to that of Norway) is not interested in breaking the cycle of violence? If yes, will you promptly disclose those records? 24) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary depicting how the carceral system in the U.S.A (in contrast to that of Norway) is very much focused on retribution, punishment and the settling of personal scores instead of rehabilitation? If yes, will you promptly disclose those records? 25) Have you had conversations about Michael Francis Moore as a Michigan born internationally renowned film producer who had in Calendar Year 2015 released a documentary depicting how violence committed against Black people in American prisons should be viewed as inherently suspect? If yes, will you promptly disclose those records?

Thank you for your attention to this matter.

Be well. Take care. Keep yourselves at arms distance.

Michael A. Ayele (a.k.a) W
Anti-Racist Human Rights Activist
Audio-Visual Media Analyst
Anti-Propaganda Journalist

Work Cited

[i] *Mental Health America founded Mental Health Awareness Month in 1949 and has led the effort every May to promote mental wellness nationwide.*

This year's them – More Good Days, Together – encourages us all to reflect on what a "good" day looks like, both for ourselves, and for our communities. Together, we can use that insight to connect people to the right support at the right time, and shape advocacy, education, and community engagement to make more good days possible for all. Mental Health Month 2026. https://mhanational.org/mental-health-month/#:~:text=Mental%20Health%20America%20founded%20Mental,ourselves%2C%20and%20for%20our%20communities.

[ii] *The National Council on Disability (NCD) is an independent federal agency mandated to make recommendations to the President and Congress on disability issues. NCD generally does its work in a cross-disability manner, emphasizing that people with disabilities should be the ones who make the major decisions about their lives. NCD endorses and supports the principles of independent living, which has achieved the success it has because it is rooted in two unwavering principles: self-determination and consumer direction.*

People with psychiatric disabilities are routinely deprived of their rights in a way no other disability group has been. In order to learn more about the problems of psychiatric disability, NCD conducted a hearing specifically on this topic. At the hearing, held in Albany, New York, in November 1998, NCD heard testimony from mental health professionals, lawyers, advocates, and relatives of people with psychiatric disabilities. However, unlike most investigations on the topic of psychiatric disability, the primary participants in this hearing were people with psychiatric disabilities themselves, who testified passionately and eloquently both about the mistreatment they had experienced or witnessed, and their proposals for real and viable change. NCD heard testimony graphically describing how people with psychiatric disabilities have been beaten, shocked, isolated, incarcerated, restricted, raped, deprived of food and bathroom privileges, and physically and psychologically abused in institutions and in their communities. The testimony pointed to the inescapable fact that people with psychiatric disabilities are systematically and routinely deprived of their rights, and treated as less than full citizens or full human beings. *(…)*

Based on the testimony it received, NCD has concluded that the manner in which American society treats people with psychiatric disabilities constitutes a national emergency and a national disgrace. Because people with psychiatric disabilities are routinely deprived of their most fundamental rights, NCD believes that drastic change is necessary in a number of systems that deal with this population. Changes must be made not only in the mental health system, but in the criminal and civil justice systems, housing, income supports, education, job training, and many others, so that people with psychiatric disabilities are guaranteed their fundamental rights as American citizens. *(…)*

NCD has also concluded that one of the reasons public policy concerning psychiatric disability is so

different from that concerning other disabilities is the systematic exclusion of people with psychiatric disabilities from policymaking. It is rare that people with psychiatric disabilities are heard in public-policy forums, and when they are, it is usually in token numbers. NCD's hearing was unique because it focused its attention on the direct experiences of people with psychiatric disabilities themselves, and their calls for fundamental change.

The foremost change that is needed, as referred to by speaker after speaker, is the elimination of coercion from the provision of mental health services. Involuntary commitment and forced treatment, which often go unquestioned in discussions of mental health policy, were described again and again as being among the most painful and difficult experiences of people's lives. In addition, coercion was repeatedly noted as being a barrier to seeking out voluntary treatment, since people knew that once they entered the treatment system they could be coerced or involuntarily committed at any point. At a time when American citizens are being urged to do away with the stigma of mental illness and to voluntarily seek treatment for emotional difficulties, it becomes particularly important to ensure that people are able to do so without surrendering their fundamental rights.

Therefore, NCD recommends that the use of involuntary treatments, such as forced drugging and inpatient and outpatient commitment laws, should be viewed as inherently suspect and as incompatible with the principles of self-determination. Public policy should be directed toward establishing a totally voluntary mental health system.

NCD also recommends that aversive treatments, which involve the infliction of pain or the restriction of movement for purposes of changing behavior, should be banned, since they are also incompatible with self-determination principles. Practices that would often be illegal if administered to people without disabilities are routinely used on people with psychiatric disabilities in the name of "treatment." Such practices should shock the consciences of all Americans. National Council on Disability (NCD). January 20, 2000. From Privileges to Rights: People Labeled With Psychiatric Disabilities Speak for Themselves. Pages 1 – 4. https://www.ncd.gov/report/from-privileges-to-rights-people-labeled-with-psychiatric-disabilities-speak-for-themselves/

[iii] ***The recommendations that follow center on the importance of self-determination, dignity, and choice as the cornerstone of public policy for people in this highly disempowered population. As Congress stated when it passed ADA, disability is a natural part of the human experience that in no way should limit the ability of people to make choices, pursue meaningful careers, live independently, and participate fully in all aspects of American society.*** *NCD believes that these recommendations, if implemented, would help to ensure that the public policy goals articulated in ADA become a reality for people labeled with psychiatric disabilities in the United States.*

Therefore, NCD has developed 10 core recommendations in this report. *These policy recommendations should be viewed from the context of the larger report, which follows. These deeply held core beliefs form, however, a dynamic backdrop to highlight the human and civil rights of people who have experienced the mental health system, people who should be viewed as the true experts on their experiences, beliefs, and values, which should be used as a guiding force for changing public policy related to these issues in America.*

1) ***Laws that allow the use of involuntary treatments such as forced drugging and inpatient and outpatient commitment should be viewed as inherently suspect, because they are incompatible with the principle of self-determination. Public policy needs to move in the direction of a totally voluntary community-based mental health system that safeguards human dignity and respects individual autonomy.***

2) People labeled with psychiatric disabilities should have a major role in the direction and control of programs and services designed for their benefit. This central role must be played by people labeled with psychiatric disabilities themselves, and should not be confused with the roles that family members, professional advocates, and others often play when "consumer" input is sought.

3) Mental health treatment should be about healing, not punishment. Accordingly, the use of aversive treatments, including physical and chemical restraints, seclusion, and similar techniques that restrict freedom of movement, should be banned. Also, public policy should move toward the elimination of electro-convulsive therapy and psycho surgery as unproven and inherently inhumane procedures. Effective humane alternatives to these techniques exist now and should be promoted.

4) Federal research and demonstration resources should place a higher priority on the development of culturally appropriate alternatives to the medical and biochemical approaches to treatment of people labeled with psychiatric disabilities, including self-help, peer support, and other consumer/survivor-driven alternatives to the traditional mental health system.

5) Eligibility for services in the community should never be contingent on participation in treatment programs. People labeled with psychiatric disabilities should be able to select from a menu of independently available services and programs, including mental health services, housing, vocational training, and job placement, and should be free to reject any service or program. Moreover, in part in response to the Supreme Court's decision in Olmstead v. L C., State and federal governments should work with people labeled with psychiatric disabilities and others receiving publicly-funded care in institutions to expand culturally appropriate home- and community-based supports so that people are able to leave institutional care and, if they choose, access an effective, flexible, consumer/survivor-driven system of supports and services in the community.

6) Employment and training and vocational rehabilitation programs must account for the wide range of abilities, skills, knowledge, and experience of people labeled with psychiatric disabilities by administering programs that are highly individualized and responsive to the abilities, preferences, and personal goals of program participants.

7) Federal income support programs like Supplemental Security Income and Social Security Disability Insurance should provide flexible and work-friendly support options so that people with episodic or unpredictable disabilities are not required to participate in the current "all or nothing" federal disability benefit system, often at the expense of pursuing their employment goals.

8) To assure that parity laws do not make it easier to force people into accepting "treatments" they do not want, it is critical that these laws define parity only in terms of voluntary treatments and services.

9) Government civil rights enforcement agencies and publicly-funded advocacy organizations should work more closely together and with adequate funding to implement effectively critical existing laws like the Americans with Disabilities Act, Fair Housing Act, Civil Rights of Institutionalized Persons Act, Protection and Advocacy for Individuals with Mental Illness Act, and Individuals with Disabilities Education Act, giving people labeled with psychiatric disabilities a central role in setting the priorities for enforcement and implementation of these laws.

10) Federal, state, and local governments, including education, health care, social services, juvenile justice, and civil rights enforcement agencies, must work together to reduce the placement of children and young adults with disabilities, particularly those labeled seriously emotionally disturbed, in correctional facilities and other segregated settings. These placements are often harmful, inconsistent with the federally-protected right to a free and appropriate public education, and unnecessary if timely, coordinated, family-centered supports and services are made available in mainstream settings.

National Council on Disability (NCD). January 20, 2000. From Privileges to Rights: People Labeled with Psychiatric Disabilities Speak for Themselves. Pages 5 - 6. https://www.ncd.gov/report/from-privileges-to-rights-people-labeled-with-psychiatric-disabilities-speak-for-themselves/

[iv] Excerpt Video Footage from Michael Moore's Documentary Entitled "*Where to Invade Next?"* Prisons in Norway. YouTube.: https://www.youtube.com/watch?v=0IepJqxRCZY

Excerpt Video Footage from Michael Moore's Documentary Entitled "*Where to Invade Next?"* The War on Drugs. YouTube.: https://www.youtube.com/watch?v=cd7Dc9KTy20

[v] APA Apologizes for Longstanding Contributions to Systemic Racism.: https://www.apa.org/news/press/releases/2021/10/apology-systemic-racism

[vi] American Psychological Association (APA) Resolution on Harnessing Psychology to Combat Racism: Adopting a Uniform Definition and Understanding. February 2021. https://www.apa.org/about/policy/resolution-combat-racism.pdf

[vii] ***Misconceptions about dangerousness are among the justifications that allow the maltreatment and abuse of people with psychiatric disabilities. With the exception of people with psychiatric disabilities themselves, few people question such routine practices as involuntary commitment, forced drugging, segregation both in institutions and community programs, and the routine use of restraint and seclusion.*** *In order to learn more about the problems of psychiatric disability, the National Council on Disability (NCD) conducted a hearing specifically on this topic. At the hearing, held in Albany, New York, in November 1998, NCD heard testimony from mental health professionals, lawyers, advocates, and relatives of people with psychiatric disabilities. However, unlike most investigations on the topic of psychiatric disability, the primary participants in this hearing were people with psychiatric disabilities themselves, who testified passionately and eloquently both about the mistreatment they had experienced or witnessed, and their proposals for real and viable change. NCD heard testimony graphically describing how people with psychiatric disabilities have been beaten, shocked, isolated, incarcerated, restricted, raped, deprived of access to food and bathroom facilities, and physically and psychologically abused in institutions and in their communities. The testimony pointed to the inescapable fact that people with psychiatric disabilities are systematically and routinely deprived of their rights and treated as less than full citizens or full human beings.*

People with psychiatric disabilities are the only Americans who can have their freedom taken away and be institutionalized or incarcerated without being convicted of a crime and with minimal or no respect for their due process rights. They are the only Americans who can routinely be forced to submit to medical treatments against their will. When people with psychiatric disabilities die in facilities that are supposed to serve and protect them, their deaths are rarely investigated, and even when they are, criminal charges are rarely filed. This not happening in some Third World country. This is happening every day in the United [22] ***States, and such practices are generally ignored or defended by mental health professionals,***

political leadership, and the media.

Involuntary treatment is extremely rare outside the psychiatric system, allowable only in such cases as unconsciousness or the inability to communicate. People with psychiatric disabilities, on the other hand, even when they vigorously protest treatments they do not want, are routinely subjected to them anyway, on the justification that they "lack insight" or are unable to recognize their need for treatment because of their "mental illness." In practice, "lack of insight" becomes disagreement with the treating professional, and people who disagree are labeled "noncompliant" or "uncooperative with treatment." After years of contact with a system that routinely does not recognize their preferences or desires, many people with psychiatric disabilities become resigned to their fate and cease to protest openly. Although this is described in the psychiatric literature as "compliance," it is actually learned helplessness (also known as "internalized oppression") that is incompatible with hope and with the possibility of recovery.

Traditionally, involuntary commitment has involved the loss of liberty and confinement in a facility. However, more recently the concept of involuntary outpatient commitment (IOC) has become more widespread. (…) IOC involves court-ordered treatment (almost always medication) for people who do not meet the standards for inpatient commitment (physical dangerousness to self or others). With more states enacting IOC laws, more people with psychiatric disabilities are being forced to take medications and treatments that can be painful and debilitating. At the same time, the desire of many people labeled with psychiatric disabilities for voluntary services that affect their real-life needs (such as housing, job training, and social support) seldom receive adequate funding. One of the consequences of IOC laws is that they often take money from voluntary programs that promote independence and redirect it toward ever more restrictive and punitive programs.

Antiquated public policy priorities based on the medical model play key roles in perpetuating these injustices. These policies have been shaped without any meaningful participation by people labeled with psychiatric disabilities. America must listen to the eloquent voices of people who live with psychiatric disabilities, and accept them as the real experts who can create humane and empowering public policies dedicated to the ideals of independent living —self-determination and consumer direction. *(…)*

Anyone with a psychiatric disability, in fact anyone deemed by a mental health professional or police officer with little or no training to have such a disability, can be legally deprived of their freedom simply with an order from a judge, law officer, or medical professional. The due process procedures to challenge those decisions, and the laws and agencies that are supposed to protect and defend the legal rights of people affected by such orders, are often inadequate, ineffective, underfunded, inaccessible, or disregarded. Even when people are entitled to hearings, these are usually brief, and representation by counsel is often inadequate or nonexistent. The Protection and Advocacy for Individuals with Mental Illness (PAIMI) program of the federally funded Protection and Advocacy (P&A) system is underfunded and inadequate because of statutory limitations to protect people labeled with psychiatric disabilities from abuse and neglect. Further, the PAIMI program itself, in common with other elements of the services system for people labeled with psychiatric disabilities, has little input from the people it is supposed to serve, nor do many agencies reach out to people in recovery to seek their input. Once the system fails them and they are defined as "mentally ill," people labeled with psychiatric disabilities are isolated from and ignored by society. *(…)*

A 1997 report by the California P&A describes a pattern of improper seclusion and restraint use from 1994 to 1996 at Napa State Hospital (NSH), one of four state hospitals operated by the California Department of Mental Health. Incidents included:

- *the death of a deaf man with a physical disability who was improperly restrained in a chair;*
- *the unlawful restraint of two children with hearing impairments in their beds; and*
- *the seclusion of a child with a hearing impairment in a closet full of soiled linens.*

For more than a year and a half, one unit at the hospital repeatedly secluded patients. When the abuse was finally reported by a staff member, the shift leader successfully encouraged other staff to engage in a cover-up, and to lie to management and Napa State Hospital's (NSH's) senior special investigator during the institution's initial internal investigation. P&A investigators also determined that the facility's primary law enforcement officer responsible for investigating the alleged abuse failed to conduct a minimally adequate investigation into the seclusion practices on the unit. The report concluded that both felonies and misdemeanors, including assault, battery, false imprisonment, criminal conspiracy, child endangerment, and corporal punishment of a child may have been committed by NSH employees. But no criminal charges were filed… National Council on Disability (NCD). January 20, 2000. From Privileges to Rights: People Labeled With Psychiatric Disabilities Speak for Themselves. Pages 10 - 18. https://www.ncd.gov/report/from-privileges-to-rights-people-labeled-with-psychiatric-disabilities-speak-for-themselves/

[viii] Excerpt of Emails Sent by Michael A. Ayele (a.k.a) W on (or around) September 12, 2021 and September 20, 2021 to the Missouri Department of Mental Health (MODMH) Fulton State Hospital (FSH)

Hello,

I am writing this letter in response to your correspondence from August 26, 2021. (…) Please be advised that I have concerns about the records you have disclosed on August 26, 2021 because of the language used by the Director of the Division of Behavioral Health (DBH) about the involuntary administration of psychotropic drugs. As a former employee of the DMH (FSH), I have (personally) found the language used by the Director of the DBH to be broad, unclear, and extremely vague. For instance, the Director of the DBH has noted that "all patients in the Department of Mental Health (DMH) facilities may be administered psychotropic medication on an involuntary basis when a determination of emergency is made by appropriate clinical personnel at the facility. An emergency exists where there is reasonable likelihood of imminent physical harm and/or life-threatening behavior to the patient or others. The treating provider who prescribes the psychotropic medication shall document the circumstances of the emergency, the facts surrounding the medication need, and why involuntary psychotropic medication is considered the least restrictive treatment. A new order shall be written for each emergency dose. (...) Patients admitted for Inpatient Pre-Trial Evaluations pursuant to Section 552.020, RSMo, and detainees pursuant to Section 632.480 et seq., RSMo., may not be medicated, absent an emergency, without either the consent of the patient or expressed written consent from the committing court. The psychiatrist must communicate the desire to medicate such a patient to a designated assistant general counsel, who will communicate with the committing court and obtain a written order from the judge. (...) The Clinical Due Process hearing will be repeated every 6 months if the patient still needs to be involuntarily medicated or until the patient is discharged from the facility." (…)

As a former employee of the DMH (FSH), I have several concerns about the language used by the Director of the DBH for failing to clearly state that employees and legal representatives of the DMH will not use force in administering psychotropic drugs onto patients/prisoners who are not posing harm to themselves and others if they do not consent to taking drugs prescribed by a doctor for their alleged mental disorders/intellectual disabilities. As you have correctly noted in the records you have disclosed to me, the forcible administration of psychotropic drugs has the potential to re-traumatize people who may have been victims of a violent crime (especially if the use of force is without appropriate medical and legal basis

to justify).

On a personal level, I do think it would be absurd if medical doctors would force the administration of pills such as Paracetamol upon patients suffering from a headache (who wish for their pain to go away without taking pharmaceutical drugs). Therefore, the forcible use of psychotropic drugs onto patients/prisoners of the DMH (who are not posing an immediate danger to themselves/others) is just as bizarre as medical doctors looking to forcibly administer Paracetamol onto patients wishing for their headaches to go away without taking pharmaceutical drugs (including but not limited to Paracetamol).

On my end, I must caution you to refrain from forcibly administering psychotropic drugs upon patients/prisoners not posing harm to themselves and others if they do not wish to be on such drugs. I would also advise you to submit video and audio evidence of patients/prisoners posing harm to themselves and others before any hearing where employees and legal representatives of the DMH are considering the drastic measure of forcibly administering psychotropic drugs.

Lastly, I would like to convey to you the concerns I have about the eagerness of the Director of the DBH to put non-violent people through the emotionally and financially draining process of guardianship. For example, the Director of the DBH has previously noted that if patients are "determined to lack adequate mental capacity but are not imminently dangerous, clinicians shall proceed by filing for guardianship." [In my opinion, this directive issued by the Director of the DBH is inconsistent with the National Council on Disability (NCD) January 20, 2000 report which recommended that "people labeled with psychiatric disabilities should have a major role in the direction and control of programs and services designed for their benefit. This central role must be played by people labeled with psychiatric disabilities themselves, and should not be confused with the roles that family members, professional advocates, and others often play when "consumer" input is sought."]

[ix] Even though Michael A. Ayele (a.k.a) W has never sought nor ever solicited nor ever contacted anyone to have his written publications listed and featured prominently on the AOL, Bing/MSN, Google and Yahoo internet search engines (ISE); Michael A. Ayele (a.k.a) W has uncovered many instances where his written content were filtered, distorted, misused and misattributed. At the time Michael A. Ayele (a.k.a) W started to publish his key questions on Title VII of the Civil Rights Act of 1964 and 1991, Michael A. Ayele (a.k.a) W had not signed any binding agreement that subjected his correspondence with the United States government to evaluation, examination and unsolicited comments on the AOL, Bing/MSN, Google and Yahoo internet search engines (ISE). In other words, Michael A. Ayele (a.k.a) W has never agreed to take on the role of the "*Student"* for his published works while the AOL, Bing/MSN and Yahoo ISE took on the role of "*Professor."* Likewise, Michael A. Ayele (a.k.a) W has never agreed to take on the role of "*Plaintiff"* and/or "*Defendant"* for his published works while the AOL, Bing/MSN and Yahoo ISE took on the role of "*Judge, Jury and Executioner."* More importantly, Michael A. Ayele (a.k.a) W had started to publish some of his correspondence with the United States government on matters related to Title VII of the Civil Rights Act because of a commitment he had made that he would dissemination any and all responsive records to members of the general public at no financial expense to them. To the best of his ability, Michael A. Ayele (a.k.a) W has fulfilled this commitment by disseminating the most pertinent records in his possession about the charge of employment discrimination that had previously been assigned Case No.: 28E – 2014 – 00485C.

Michael Ayele (a.k.a) W was an employee of the Missouri Department of Mental Health (MODMH) Fulton State Hospital (FSH) during the second half of Calendar Year 2013. He has towards the end of Calendar Year 2013 filed a charge of employment discrimination pursuant to Title VII of the 1964 and 1991 Civil Rights Act against the MODMH (FSH). The charge of employment discrimination filed by Michael Ayele (a.k.a) W with the EEOC was previously assigned Case No.: 28E – 2014 – 00485C and has been subject

of intense frenzy. In e-mail conversations he has had with his former employers, Michael Ayele (a.k.a) W has been informed that 9 (nine) charges of employment discrimination were filed against the MODMH between January 01st 2010 and December 17th 2021. Of those, the MODMH opted to engage in the alternative dispute resolution (ADR) program offered by the EEOC on 4 (four) occasions. They also declined to engage in the ADR program offered by the EEOC on 5 (five) occasions.

As of this writing, it remains unclear to Michael A. Ayele (a.k.a) W why the MODMH opted to engage in certain ADR sessions offered by the EEOC while refusing to do so for others. As a matter of principle, Michael A. Ayele (a.k.a) W unequivocally condemns discrimination on the bases of gender, racial background, sexual orientation, national origin, religious affiliation and/or disability status. Michael A. Ayele (a.k.a) W has effectively put the EEOC on notice that given their processing of Charge No.: 28E – 2014 – 00485C, they have forfeited their rights to legally represent Missouri state employees (in the judicial branch of the U.S government: the courts), who [1] have opposed discriminatory practices in the service of healthcare pursuant to the Health Insurance Portability and Accountability Act (HIPAA); [2] have been subjected to racially motivated internal investigation (and were afterwards cleared of that investigation); [3] have been fired from their jobs as retaliation for opposing discrimination in the service of healthcare; [4] have been arrested for demanding the payment of their salary for the job they have performed.

Given the frequent unsavory dealings of Michael A. Ayele (a.k.a) W with the Equal Employment Opportunity Commission (EEOC), Michael A. Ayele (a.k.a) W strongly advises people who are filing charges of employment discrimination pursuant to Title VII of the 1964 and 1991 Civil Rights Act to ask the following questions to their Fair Employment Practice Agency(ies) (FEPA) and the EEOC. 1) Has my current/former employer previously faced a charge of employment discrimination pursuant to some state and/or federal law? 2) Have the EEOC and/or the FEPA become aware of the charge of employment discrimination my current/previous employer has faced? 3) Were the EEOC and/or the FEPA responsible for the processing of the charge of employment discrimination filed pursuant to the Americans with Disabilities Act (ADA), the Genetics Information Nondiscrimination Act (GINA), Section 504 of the 1973 Rehabilitation Act and/or Title VII of the 1964 and 1991 Civil Rights Act against my current/former employer? 4) Have the EEOC and/or the FEPA previously processed a charge of discrimination against my current/former employer that presented similar issues to mine? If yes, what was the outcome of the charge of discrimination that presented similar issues to mine? 5) What were the exact circumstances, which ultimately convinced the EEOC and the FEPA to ask my current/former employer to engage in the ADR program? Why has my current/former employer opted to engage in certain ADR program offered by the EEOC but not others? 6) If the EEOC opts not to legally represent the charge of discrimination (I have filed with them) in the judicial branch of the U.S government (the courts), should I file a *Civil Complaint* with an EEOC "*Right to Sue*" letter? Do the EEOC and/or the FEPA have an obligation to make clear to the judicial branch of the U.S government (the courts) that a charge of employment discrimination does not have "*less merit*" because it doesn't have their backing and/or their recommendation for the Department of Justice (DOJ) to prosecute? Do the EEOC and/or the FEPA have an obligation to make clear to the general public and representatives of the media the specific charges of employment discrimination they will not back and/or recommend for the DOJ not to prosecute?

[x] Bing/MSN Unwelcome and Unapproved Query "*Michael Ayele Title VII.*"
https://www.bing.com/search?q=michael+ayele+title+vii

Bing/MSN Unwelcome and Unapproved Query "*Michael Ayele Lawsuit.*" *https://www.bing.com/search?q=michael+ayele+lawsuit*

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Lawsuits."
https://www.bing.com/search?q=Michael+ayele+lawsuits

Bing/MSN Unwelcome and Unapproved Query "*Michael Ayele Lawsuit Update.*"

https://www.bing.com/search?q=Michael+ayele+lawsuit+update

Bing/MSN Unwelcome and Unapproved Query: "*Michael Ayele Habeas Corpus.*" *https://www.bing.com/search?q=Michael+Ayele+Habeas+Corpus*

Bing/MSN Unwelcome and Unapproved Query: "*Michael Ayele Views on Schizophrenia.*" *https://www.bing.com/search?q=Michael+Ayele+views+on+schizophrenia*

Bing/MSN Unwelcome and Unapproved Query: "*Michael Ayele Missing.*" *https://www.bing.com/search?q=michael+ayele+missing*

Bing/MSN Unwelcome and Unapproved Query: "*Michael Ayele Defamation.*" *https://www.bing.com/search?q=Michael+Ayele+Defamation*

Bing/MSN Unwelcome and Unapproved Query: "*Michael Ayele Mental Health Awareness Month.*" *https://www.bing.com/search?q=Michael+Ayele+Mental+Health+Awareness+Month*

[xi] *Date rape drugs are any type of drug used to make rape or sexual assault easier. Alcohol is often used this way. Or date rape drugs can be put into a drink without you knowing. Drugs or alcohol can make a person confused about what is happening, less able to defend themselves against unwanted sexual contact, or unable to remember what happened. Nearly 11 million women in the United States have been raped while drunk, drugged, or high. If you've been assaulted, it is never your fault.* Office on Women's Health. https://womenshealth.gov/a-z-topics/date-rape-drugs

[xii] Missouri Department of Mental Health (MODMH) Fulton State Hospital (FSH) Policy EC.02.23

PURPOSE: Prescribes policy and procedure for the use of electronic surveillance, recordings, and photography to insure safety, quality of care, and other purposes such as recreation, media, etc., while preserving privacy and dignity.

NOTE: The use of Audio/Video (AV) equipment shall not be used in lieu of 15-minute checks or 1:1 observation as called for in Hospital Policy PC.03.03, Seclusion and Restraint.

PROCEDURES:

A. Surveillance System:
   1. Camera and audio surveillance systems are set up in all centers to insure safety of clients and staff.
   2. Clearly posted signs shall inform all clients and staff of its use.
   3. Cameras run continuously, twenty-four hours per day.
   4. Access to the surveillance system or audio/video controls is limited to those with approval by the COO/designee.
   5. Rooms with cameras in them shall be used as the seclusion/restraint room when available.
   6. Electronic devices may be placed in the bedrooms of high-risk individuals as identified by the treatment team and approved by the head of the facility.

B. Should the surveillance system stop working:
1. The Control Room will immediately call the Security Supervisor. The Supervisor will notify COO/designee, maintenance, and all other Security staff on duty. The Supervisor will evaluate the problem and call available staff if needed.
2. All outside activities will cease and individuals participating in activities away from living areas will return to their living areas until notified of all clear. Exceptions can be approved by the COO/designee.
3. Security will notify each living area of the problem with the cameras in such a way as to minimize knowledge of this being passed to clients.
4. As soon as the problem is resolved, the living areas will be notified.
5. In the event that there is only partial loss of the surveillance system, the Security Supervisor/designee will consult with the Director of Operations, Chief Nurse Executive/designee, and COO/designee regarding appropriate actions to be taken until the cameras function properly.

C. Recording from Surveillance system:

1. Recordings of the AV surveillance is necessary. Recordings will be reviewed only under the direction of the COO/designee. Recordings may be viewed for the following reasons:

a. Recordings may be reviewed for Staff Support calls, instances where injury has occurred to a client and/or staff, restraint/seclusion episodes, or situations where allegations of abuse/neglect or misconduct have been made.
- In an instance where a possible abuse/neglect or employee misconduct situation is identified, the video shall be secured and hospital policies for Chain of Evidence (EC.02.23) and Abuse and Neglect (LD.03.05) shall be followed immediately.
- Recordings that involve an investigation of abuse/neglect, inquiries, reviews, or others as requested by the COO will be kept permanently.

b. For Quality Improvement monitoring, at least two recordings per month of the incidents mentioned in (a) above will be viewed (as identified) by Administration. Changes to policy and procedure may be based on viewing of these recordings.
c. Recordings may be viewed for clinical, security, and safety purposes.
d. Recordings may be reviewed to help in coaching, mentoring, and/or supervision of staff.
e. Recordings may be viewed for the purpose of teaching staff. In this case, everyone involved who is identifiable will either have the identifiable images digitally obscured or their consent will be obtained.
- If the client agrees to the audio-video recording, the client or guardian, if applicable, or parents of minors shall sign the Consent to Audio-Video Recording and/or Photography of Clients (FSH-3310) form prior to the recording. The completed form shall be filed in the medical record.
- If the employee agrees to the audio-video recording, the employee shall sign the Consent to Audio-Video Recording and/or Photography of Employee (FSH-0164) form prior to the recording. The completed form shall be stored in a secure area.
- Recordings used for the purpose of training or education shall be stored in a location with restricted access.
- In all instances of recording related to educational purposes in which consent of the individual was required, this consent can be rescinded at any time.

D. When recordings are requested:
1. Video will be accessed via a terminal located in the Surveillance Room. Video will be stored in the designated folder on a network drive.
2. Any video which is archived to hard drive or CD/DVD is to be logged on the tracking form.28

3. The log should be coded: Date, Time (specify AM/PM), Living area, camera # (Example: 043007/1137A/B11/411). This number shall be written in permanent marker (Sharpie, Magic Marker or felt pen) on any CD/DVD copy of the video. Any incident with an EMT number shall have that number written in permanent marker on any CD/DVD copy of the video.
4. Hospital Policy EC.02.23 Chain of Evidence shall be followed any time a video is removed from the camera room.
5. Video will be shared only under the direction of the COO/designee.
6. Video involved in a review or investigation shall be turned over to hospital administration and may also be secured in the Surveillance Room.

E. Other recording or photography:

1. Audio/Video recording or photography may be part of hospital-sponsored activities, special events, public information, media, attorneys, treatment, etc.
2. Anyone who engages in recording, filming, or photography (who is not already bound by the hospital's confidentiality policy) must sign a confidentiality statement to protect the client's identity and confidential information.

3. The use of audio-video recording and/or photography for recreational activities sponsored by the hospital or by approved client organization shall be conducted under the supervision of approved hospital staff. Employee consent is required for public viewing of these videos or photographs.

- Signed authorization of the staff shall be obtained using the Social Media Waiver form. Every effort will be made to exclude those individuals who do not wish to be recorded or photographed. In photographs that contain identifiable clients, the opportunity to view the pictures prior to display will be given.
- If an individual does not wish to have his/her picture displayed, their wishes shall be followed.
- Recordings or photographs used for recreational purposes, and not displayed, shall be stored in a restricted access location.

4. The use of audio-video recording and/or photography for the purpose of staff recruitment and public education about the hospital may only be conducted with the approval of the Chief Operating Officer and with written consent of any identifiable clients and staff.
5. News media personnel may be permitted to record and/or photograph the campus but only with consent of the COO. The personnel shall be accompanied by the Chief Operating Officer or designee.
6. Attorneys may be permitted to record and/or photograph their interactions with the client with consent of the client/guardian and COO/designee.
7. The use of audio-video recording of clients may be done as a part of treatment. Consent is required.
    - If the client agrees to the audio-video recording, the client or guardian, if applicable, or parents of minors shall sign the Consent to Audio-Video Recording and/or Photography of Clients (FSH-3310) form prior to the recording. The completed form shall be filed in the medical record.
    - In all instances of recording related to treatment purposes in which consent of the individual was required, this consent can be rescinded at any time.
    - Use of recording and availability to the client should be noted in the client's ITRP along with any treatment related information that will assist staff/client in its use.

Reference: *Chain of Evidence EC.02.23*

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

Matthew Moore, Assistant Superintendent

May 27, 2026

Dear Mr. Micheal Ayele,

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

On May 19, 2026, JSD 117 was in receipt of your FOIA request for the "any records detailing discussions about Mental Health Awareness Month as an event..."

As the FOIA Officer for Jacksonville School District 117, I am writing to inform you that your request is denied. The records you are requesting do not exist. We do not have any records detailing discussions on this topic.

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

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

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

Sincerely,

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

Matthew Moore <mmoore@jsd117.org>

FOIA Request from 05-19-26

1 message

Matthew Moore <mmoore@jsd117.org> Wed, May 27, 2026 at 4:41 PM
To: Michael Ayele <waacl13@gmail.com>
Bcc: Matthew Moore <mmoore@jsd117.org>

Mr. Michael Ayele,

Please see the attached response from your FOIA request from 05-19-26.

Sincerely,
Matt

Assistant Superintendent
Jacksonville School District 117

MA Response 05-27-26.pdf
294K

Matthew Moore <mmoore@jsd117.org>

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

1 message

Sheri Reid <sreid@smartprocure.com> Sun, May 24, 2026 at 8:00 AM
To: "mmoore@jsd117.org" <mmoore@jsd117.org>

Dear Matthew Moore or Custodian of Public Records,

SmartProcure is submitting a commercial FOIA request to the Jacksonville School District No. 117 for any and all purchasing records from 12/19/2025 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

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

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

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

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

Regards,

Sheri Reid
Data Acquisition Specialist
SmartProcure
Direct: (561) 609-6759

Matthew Moore <mmoore@jsd117.org>

FOIA Request from 05-26-26

1 message

Matthew Moore <mmoore@jsd117.org> Tue, Jun 2, 2026 at 4:00 PM
To: Sheri Reid <sreid@smartprocure.com>

Ms. Reid,

Please see the attached response to the FOIA request we officially received on May 26, 2026.

Sincerely,

Assistant Superintendent
Jacksonville School District 117

SmartProcure Response 05-26-26.pdf
295K

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

Matthew Moore, Assistant Superintendent

June 2, 2026

Dear Ms. Reid,

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

On May 26, 2026, JSD 117 was in receipt of your commercial FOIA request for the "any and all purchasing records from 12/19/2025 to current." It is also noted that the request is "limited to readily available records without physically copying, scanning or printing paper documents."

As the FOIA Officer for Jacksonville School District 117, I am writing to inform you that your request is denied. Section 8.5.a of 5 ILCS 140 states, "Notwithstanding any provision of this Act to the contrary, a public body is not required to copy a public record that is published on the public body's website. The public body shall notify the requester that the public record is available online and direct the requester to the website where the record can be reasonably accessed." The information you requested is indeed posted online. The information can be found at https://jsd117.org/departments/business office.

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

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

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

Sincerely,

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

Matthew Moore <mmoore@jsd117.org>

Public Records Request: Jacksonville School District 117 Purchase Orders (FR:38853)

1 message

Sunlight Access <records@sunlightaccess.com> Wed, May 6, 2026 at 1:13 PM
To: mmoore@jsd117.org

Dear Records Officer,

I hope you are doing well. Thank you for your time and for the work you do.

Pursuant to the Illinois Freedom of Information Act (5 ILCS 140), I am requesting any document that details payments to vendors issued for goods and contracted professional services rendered to Jacksonville School District 117 from 12/1/2025 through February, 28 2026.

This document/report may also be referred to as an accounts payable summary, check summary, check register, check warrants, vendor payment summaries, expenditure/disbursement reports or vendor analysis report. Any spreadsheet or report that lists vendor names, brief descriptions of purchases, and total amounts would be fully responsive to this request.

If available, please include:

-Vendor name
-Description of purchase or payment
-Total price or amount paid

If vendor names are coded, please include the code key if it's easily available. We're happy to accept whatever form this data is already maintained in — raw exports or standard reports (Excel, CSV, or PDF) are perfectly fine.

If another department is better suited to handle this request, I'd appreciate it if you could forward it to them or share their contact information.

If any part of this request is withheld, please provide the specific statutory exemption and release all non-exempt portions.

To ensure prompt follow-up, please send any correspondence regarding clarifications, extensions, online portal access, and response letters through email only to records@sunlightaccess.com and reference: FR:38853

Oshea Smith
215 N Payne St STE 33025
Alexandria, VA 22314
www.sunlightaccess.com

Jacksonville School District 117, IL - FS (1).pdf
88K

Matthew Moore <mmoore@jsd117.org>

FOIA Request from 05-06-26

1 message

Matthew Moore <mmoore@jsd117.org> Thu, Jun 4, 2026 at 4:32 PM
To: Sunlight Access <records@sunlightaccess.com>

Ms. Smith,

Please see the attached response to your FOIA request we received on 05-06-26.

Sincerely,

Assistant Superintendent
Jacksonville School District 117

Sunlight Response 06-04-26.pdf
295K

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

RICH HISTORY, BRIGHT FUTURE

Matthew Moore, Assistant Superintendent

June 4, 2026

Dear Ms. Smith,

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

On May 6, 2026, JSD 117 was in receipt of your commercial FOIA request for “”any document that details payments to vendors issued for goods and contracted professional services rendered to Jacksonville School District 117 from 12/1/2025 through February, 28 2026.”

As the FOIA Officer for Jacksonville School District 117, I am writing to inform you that your request is denied. Section 8.5.a of 5 ILCS 140 states, “Notwithstanding any provision of this Act to the contrary, a public body is not required to copy a public record that is published on the public body's website. The public body shall notify the requester that the public record is available online and direct the requester to the website where the record can be reasonably accessed.” The information you requested is indeed posted online. The information can be found at https://jsd117.org/departments/business office.

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

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

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

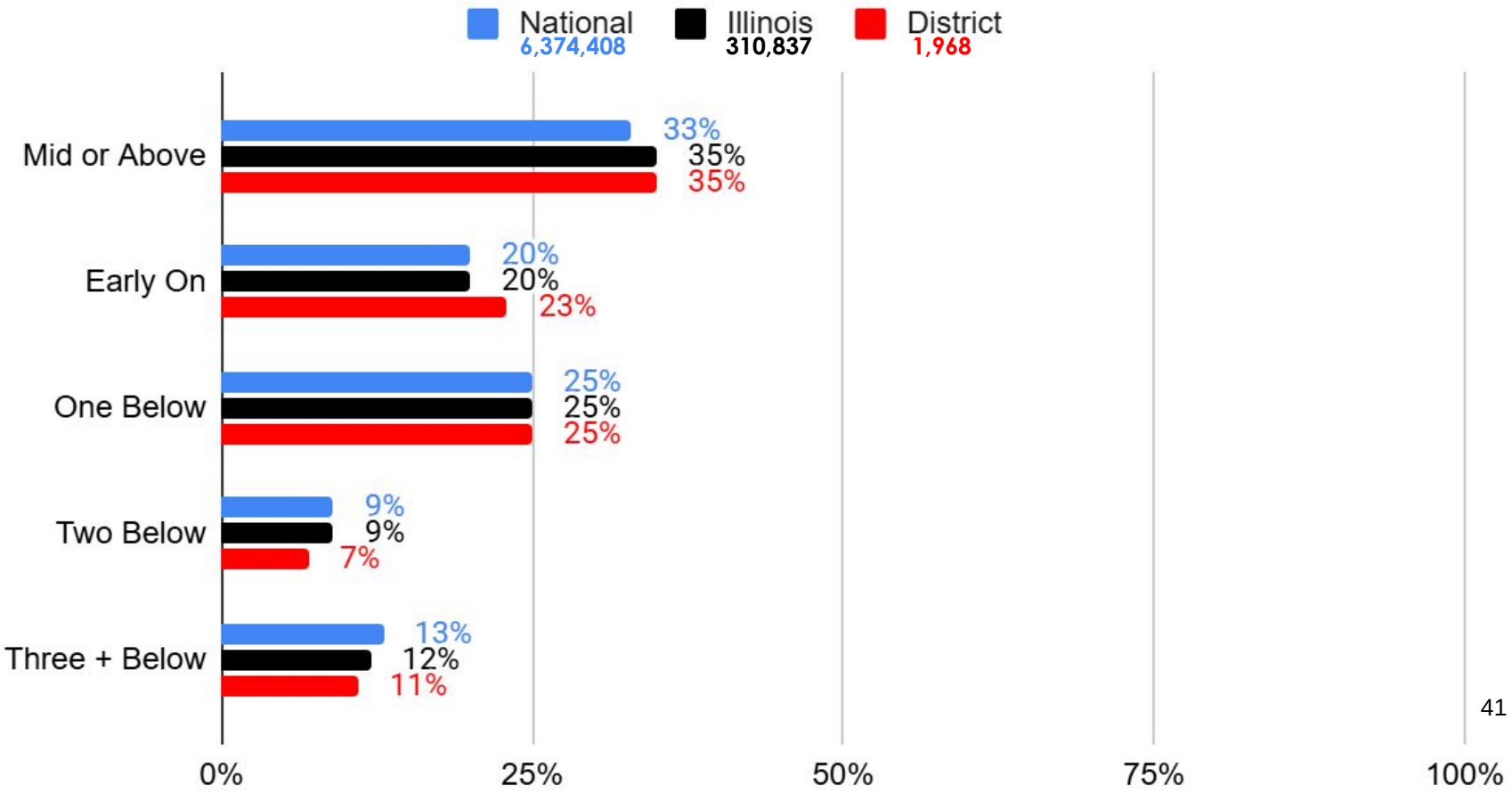
Sincerely,

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

iReady Data

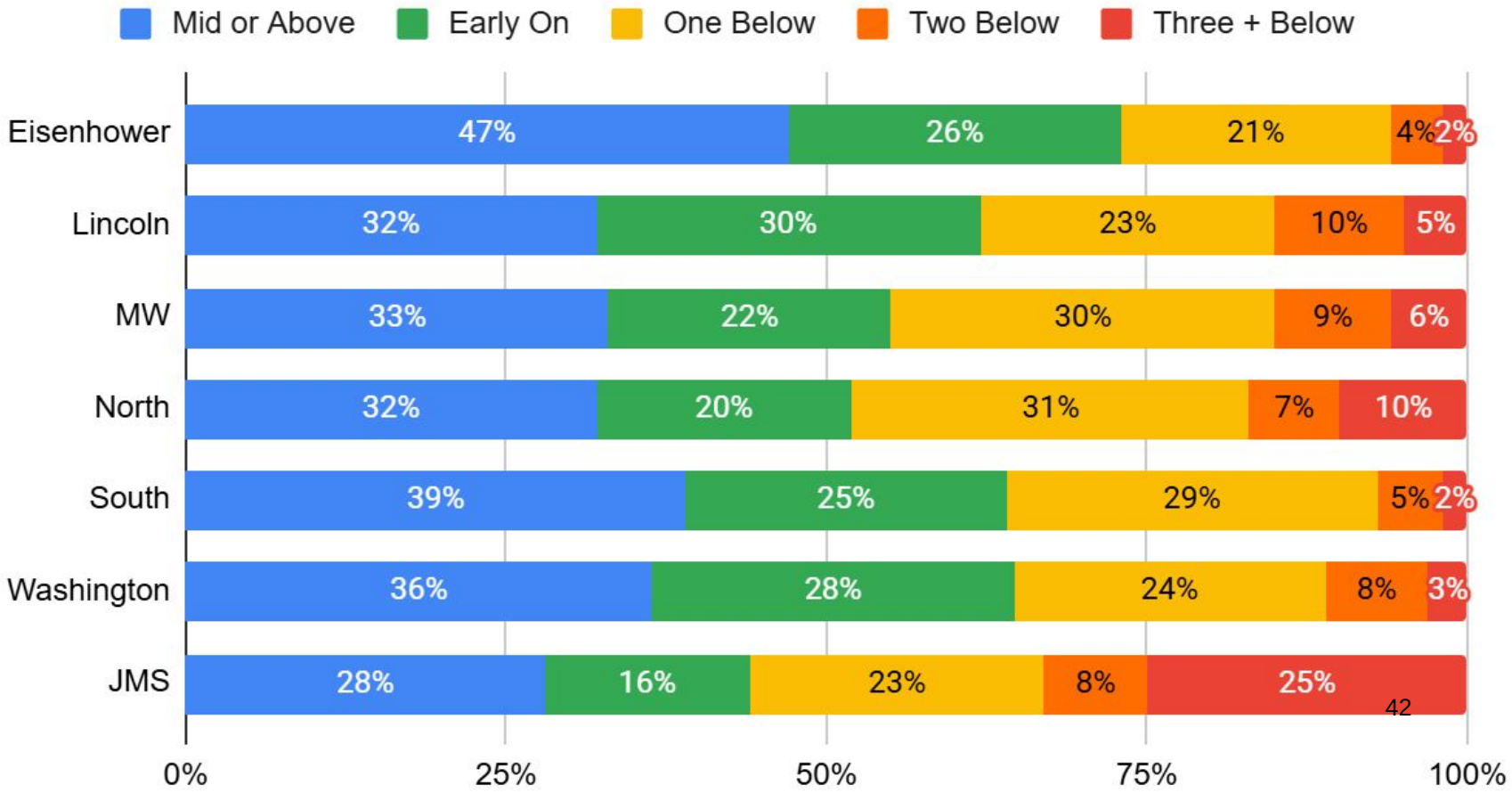
Spring 2026

Spring Reading Big Picture



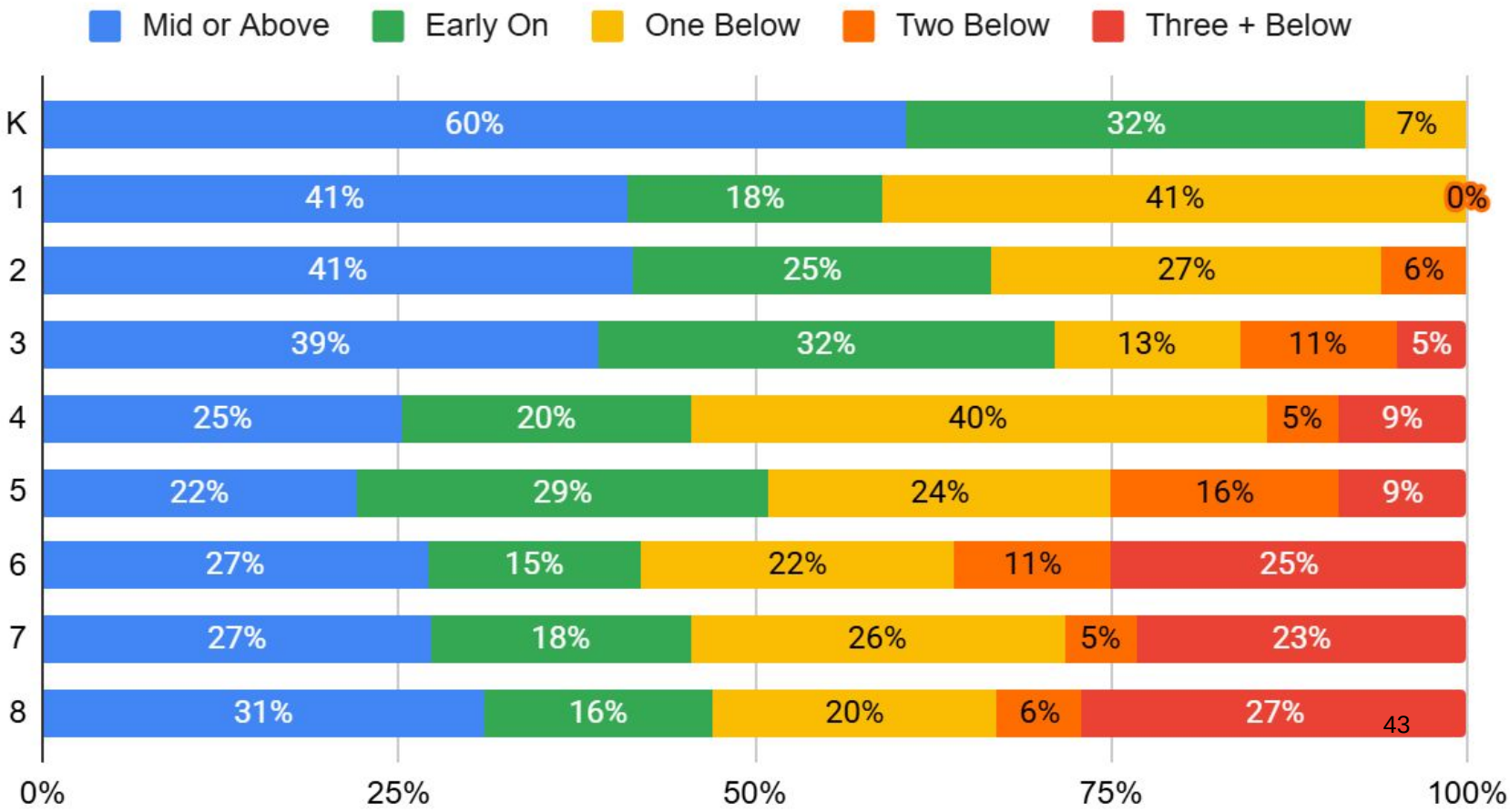
READING

Overall Spring Results by Building



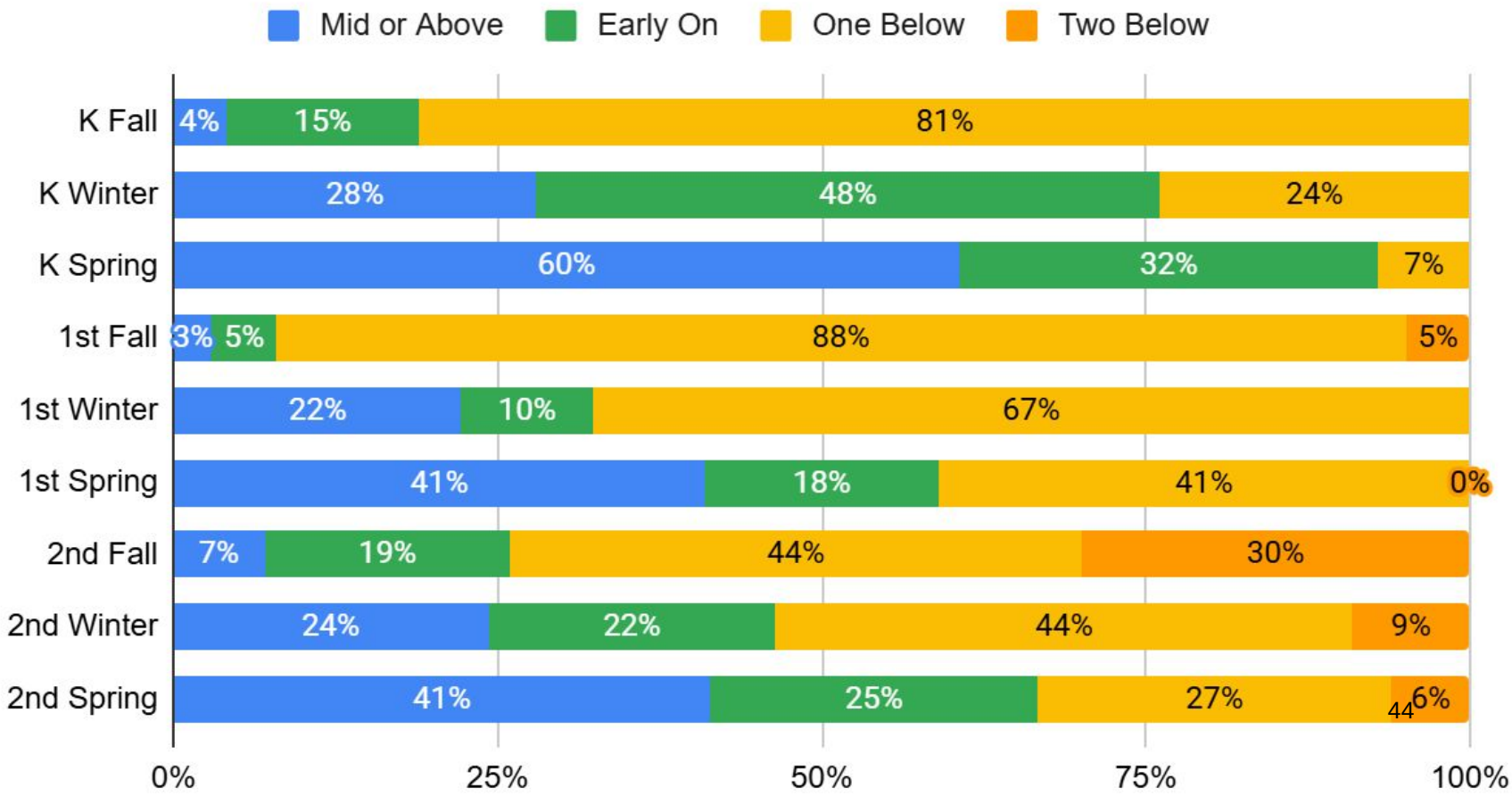
READING

Overall Spring Results by Grade Level



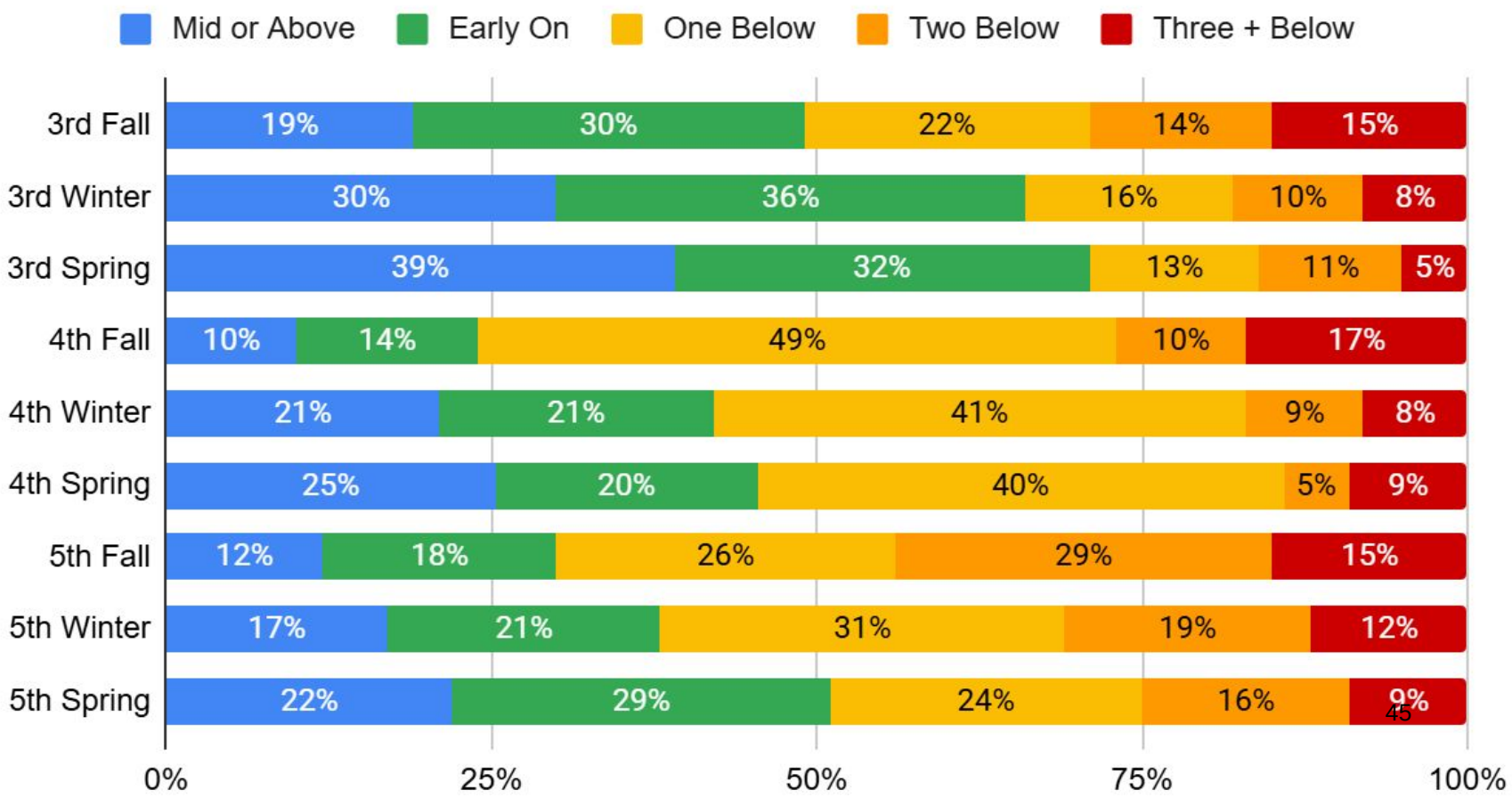
READING

K-2 Achievement Comparison



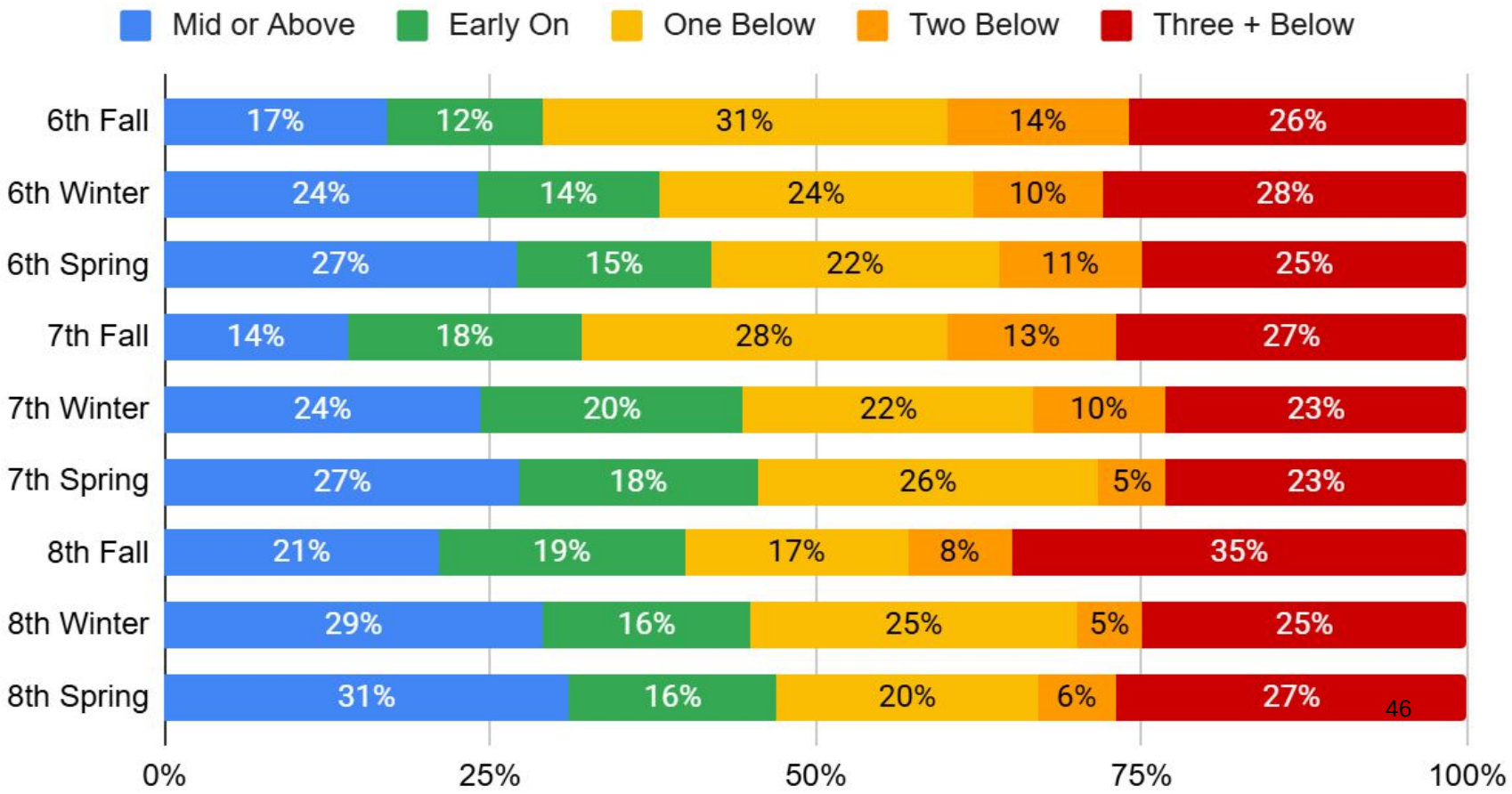
READING

3-5 Achievement Comparison

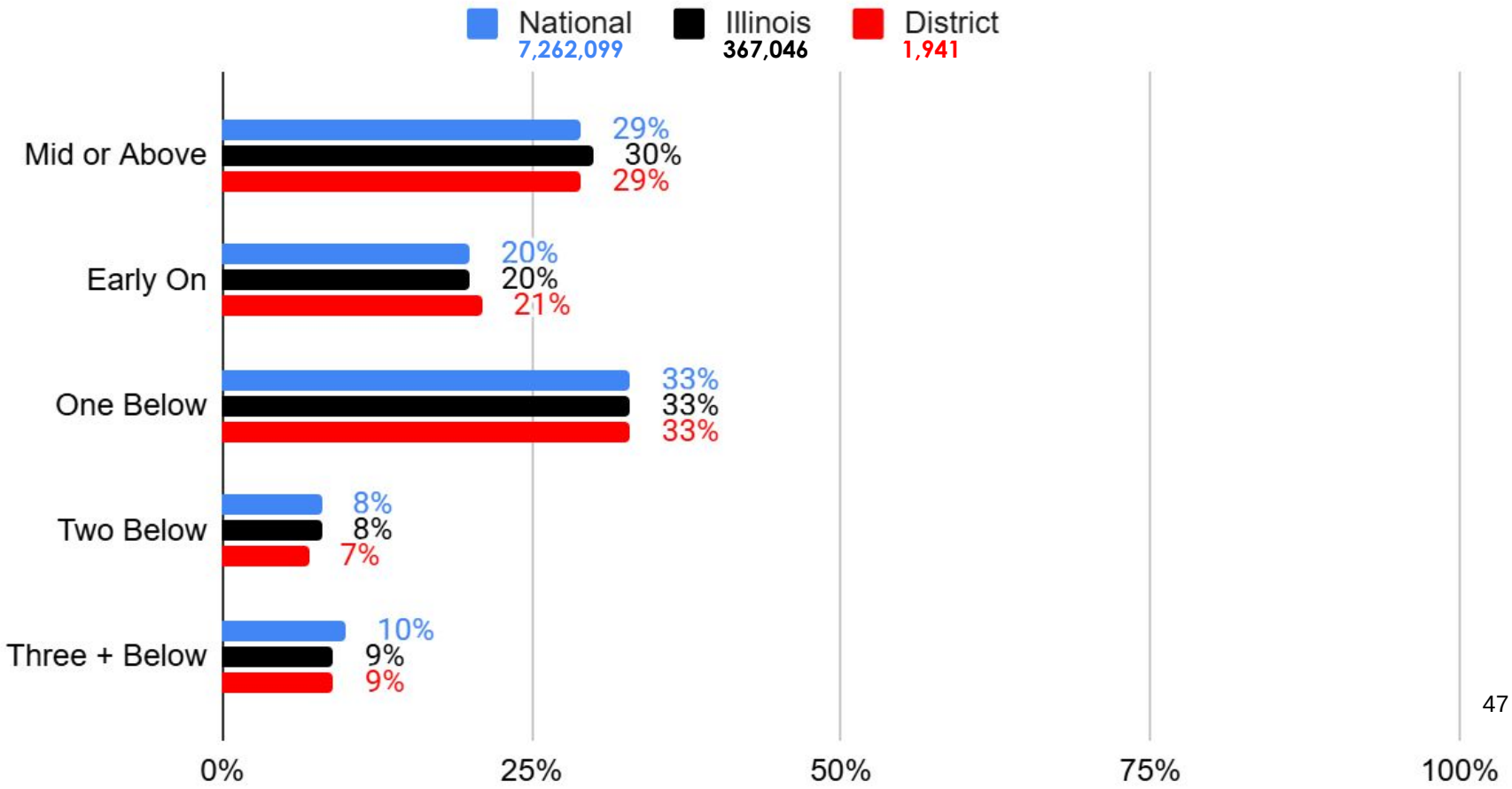


READING

6-8 Achievement Comparison

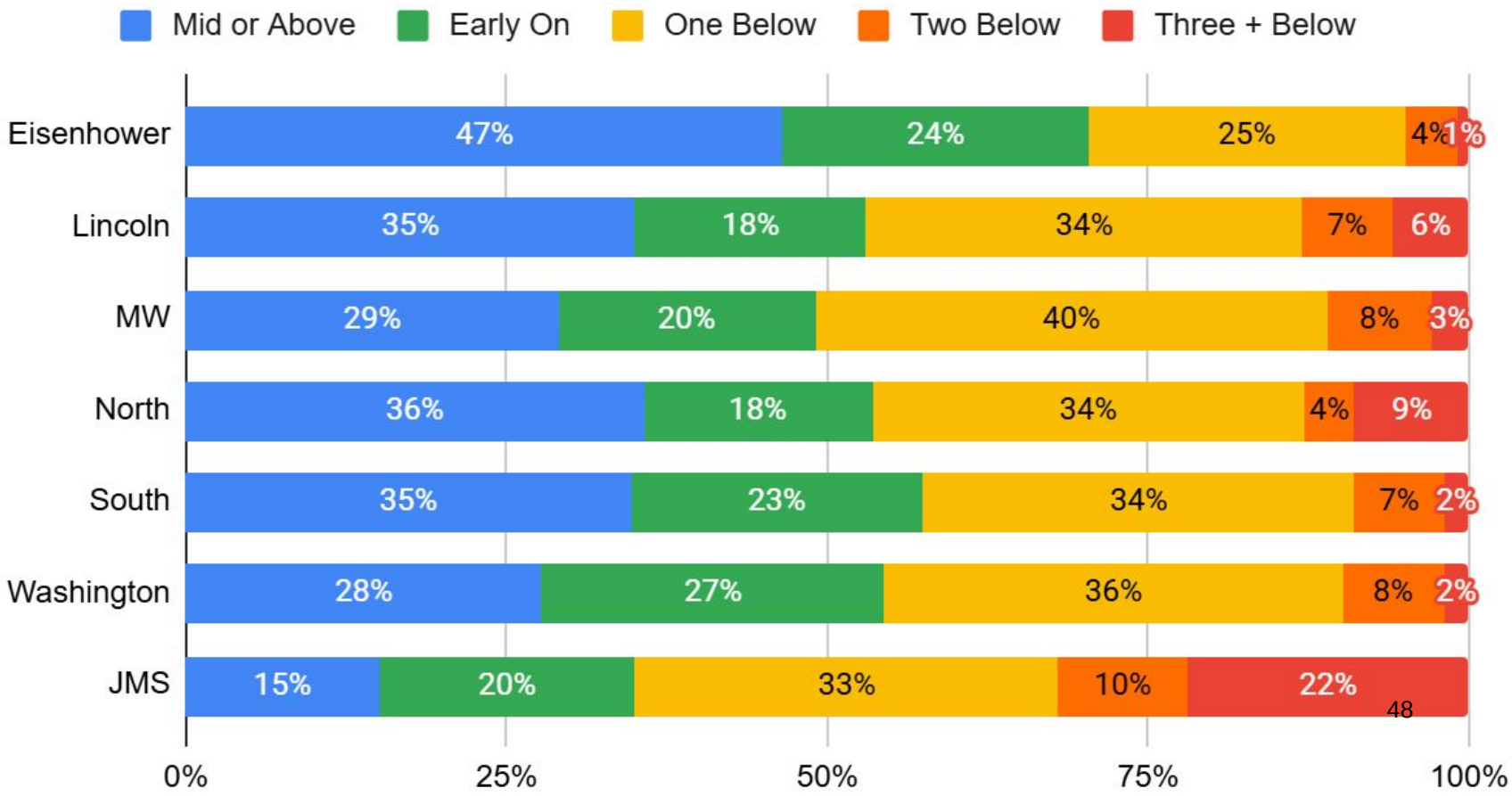


Spring Math Big Picture



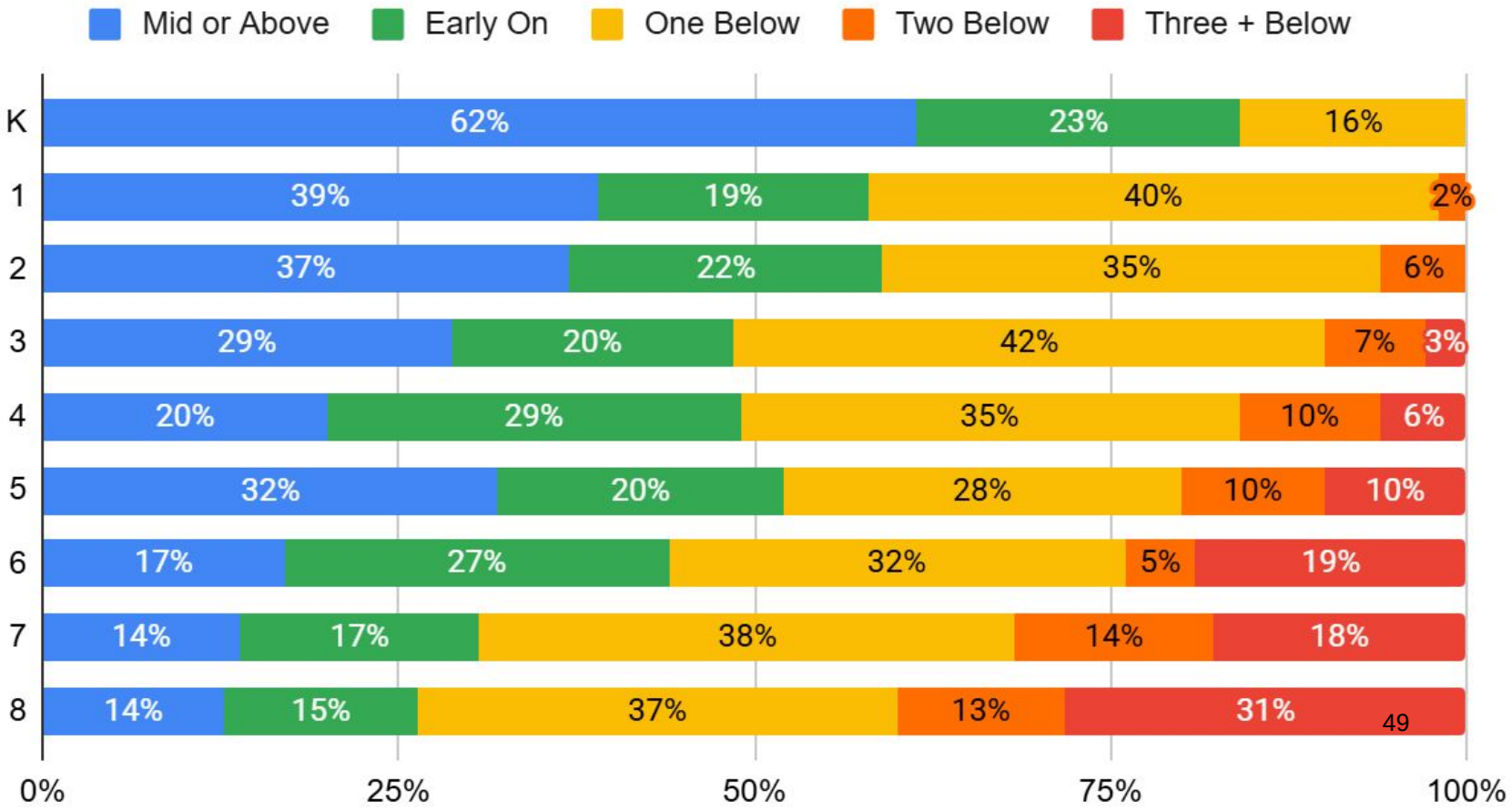
MATH

Overall Spring Results by Building



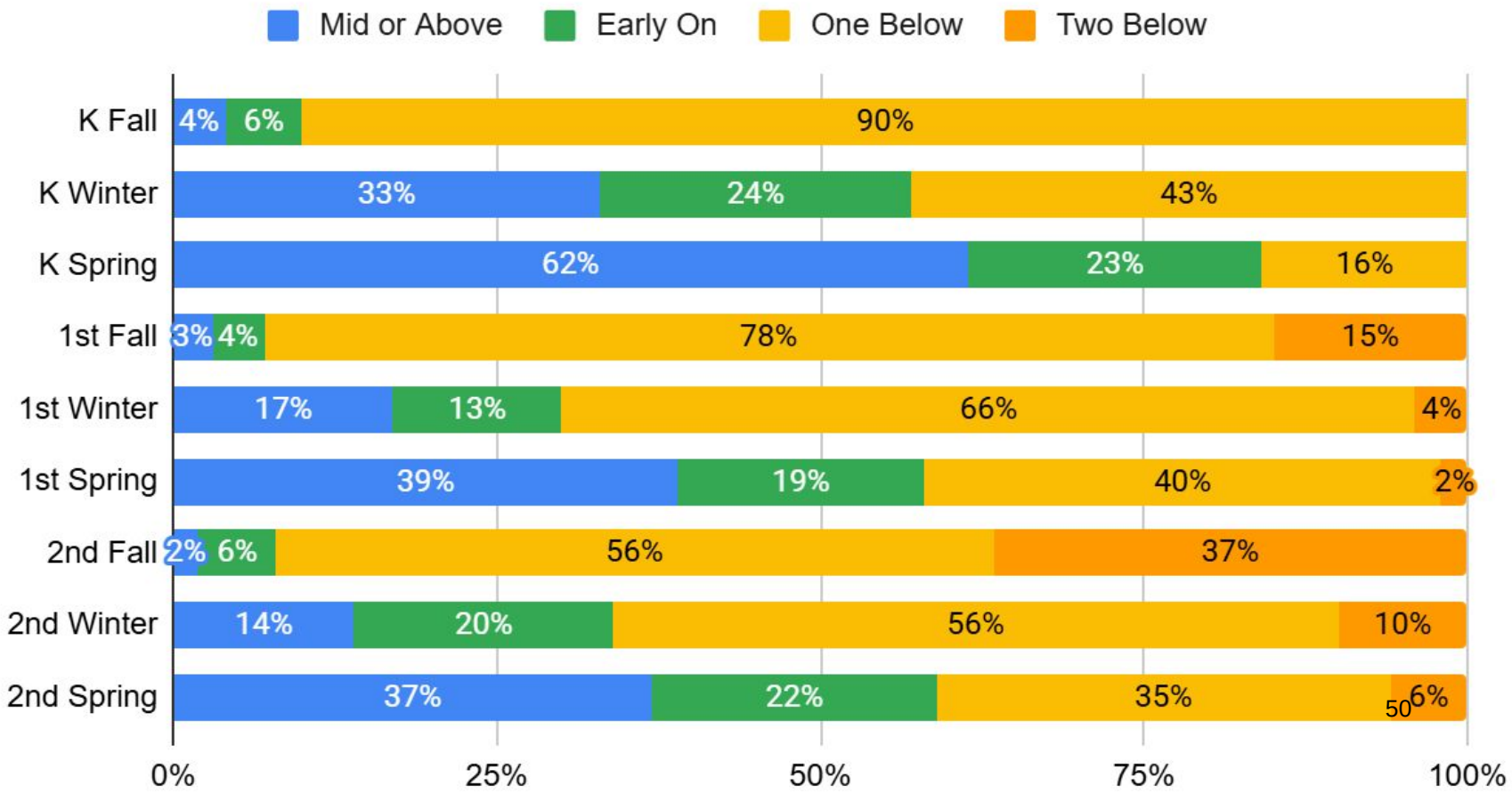
MATH

Overall Spring Results by Grade Level



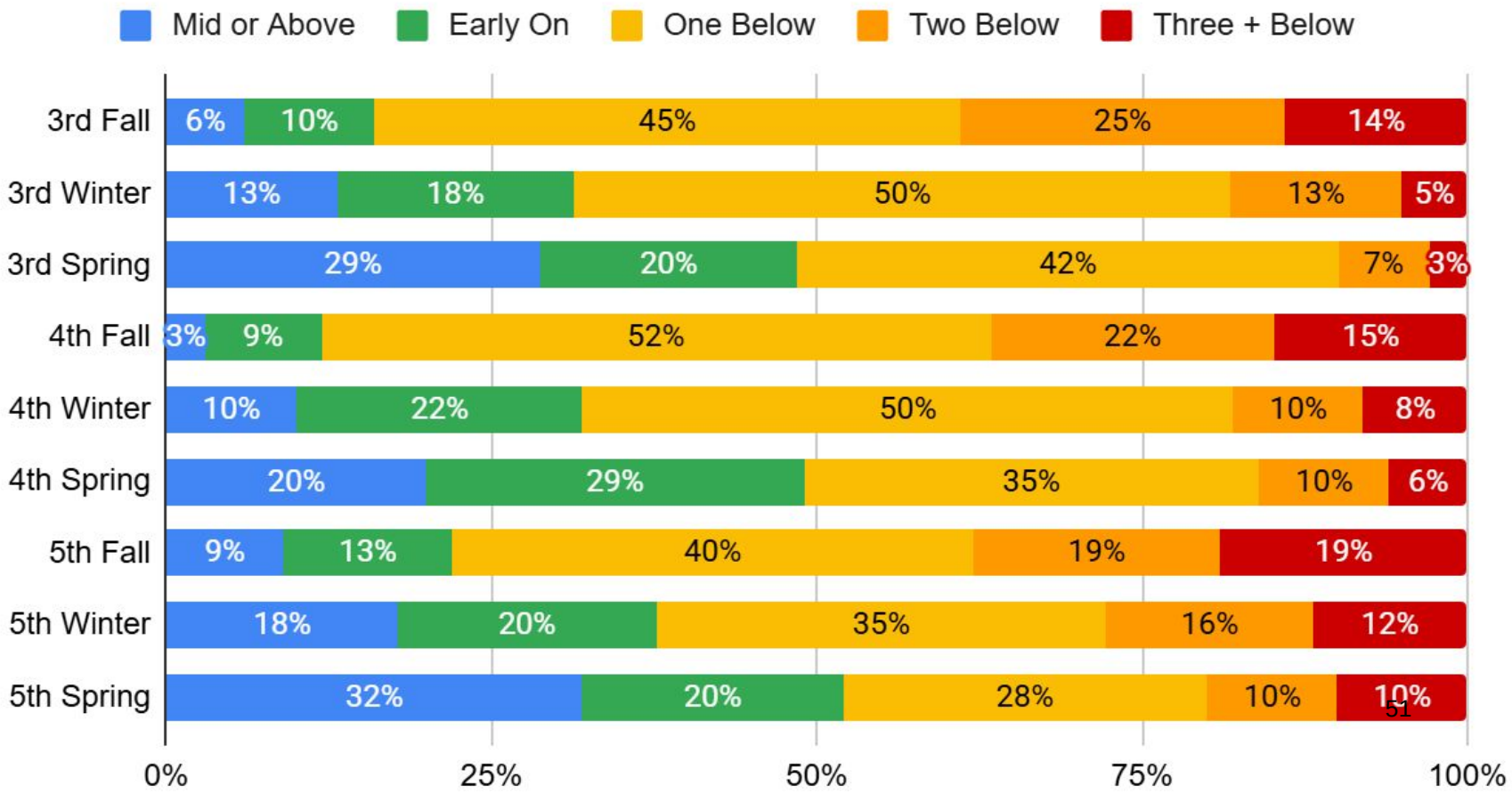
MATH

K-2 Achievement Comparison



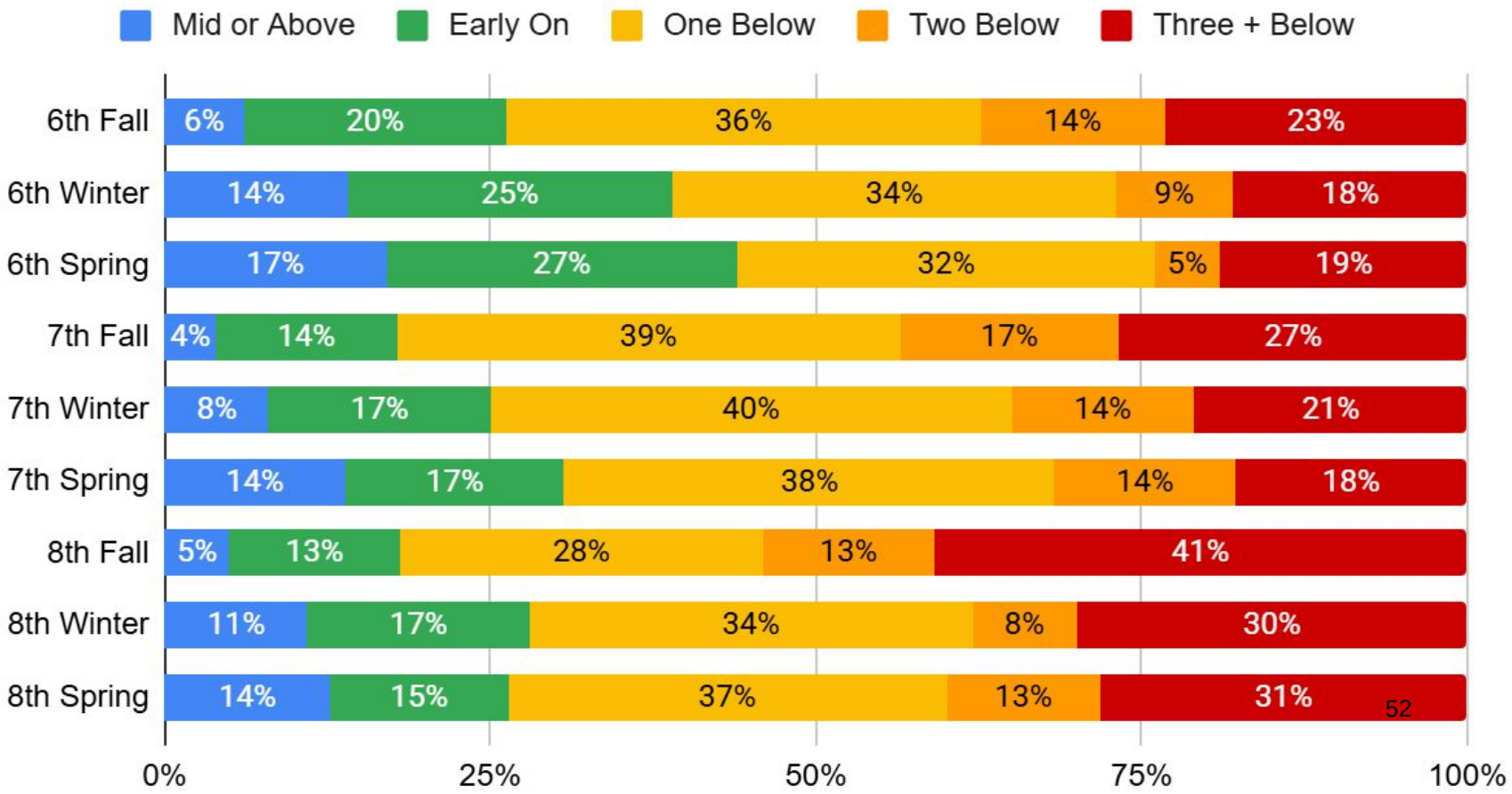
MATH

3-5 Achievement Comparison



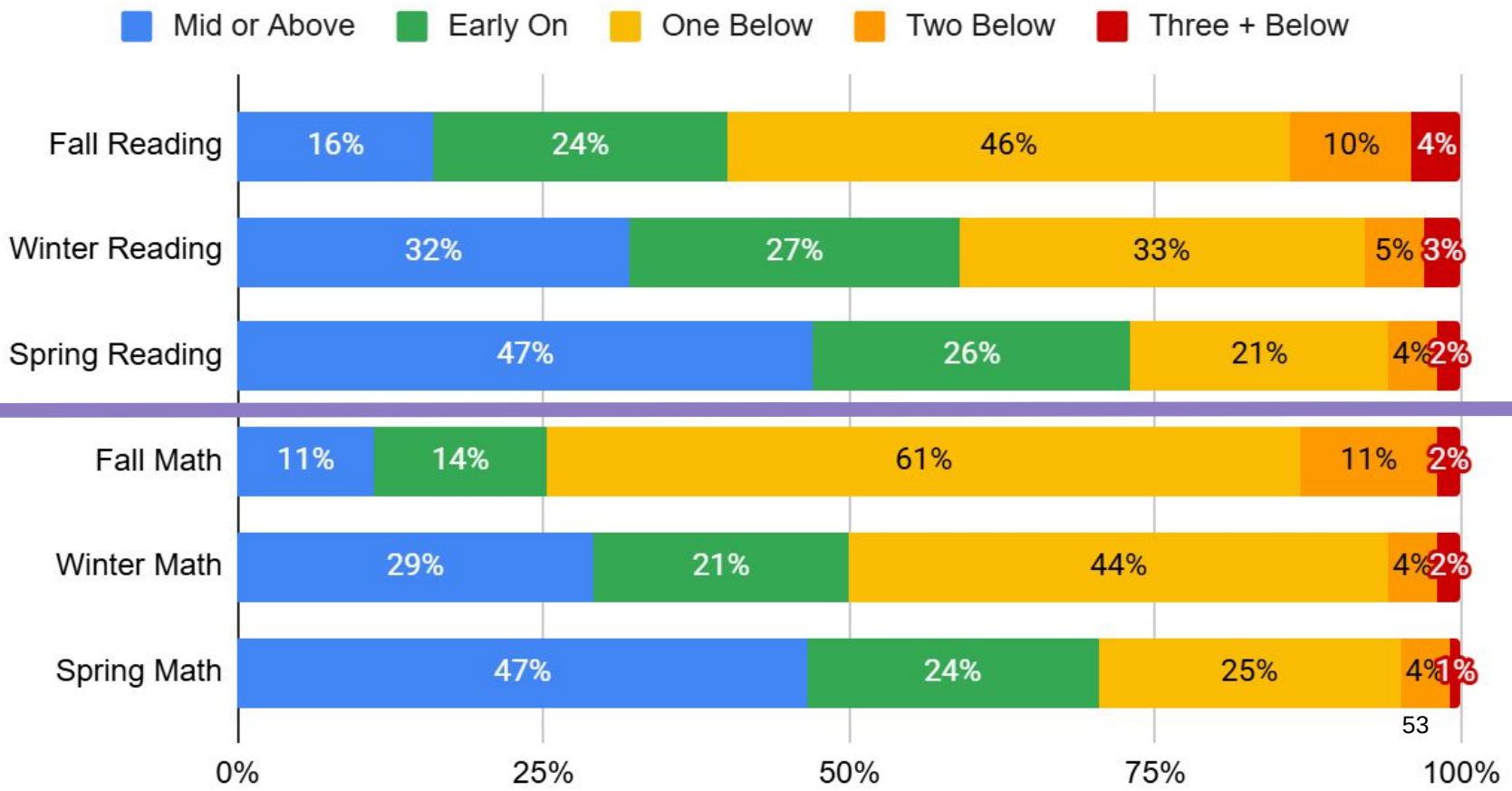
MATH

6-8 Achievement Comparison

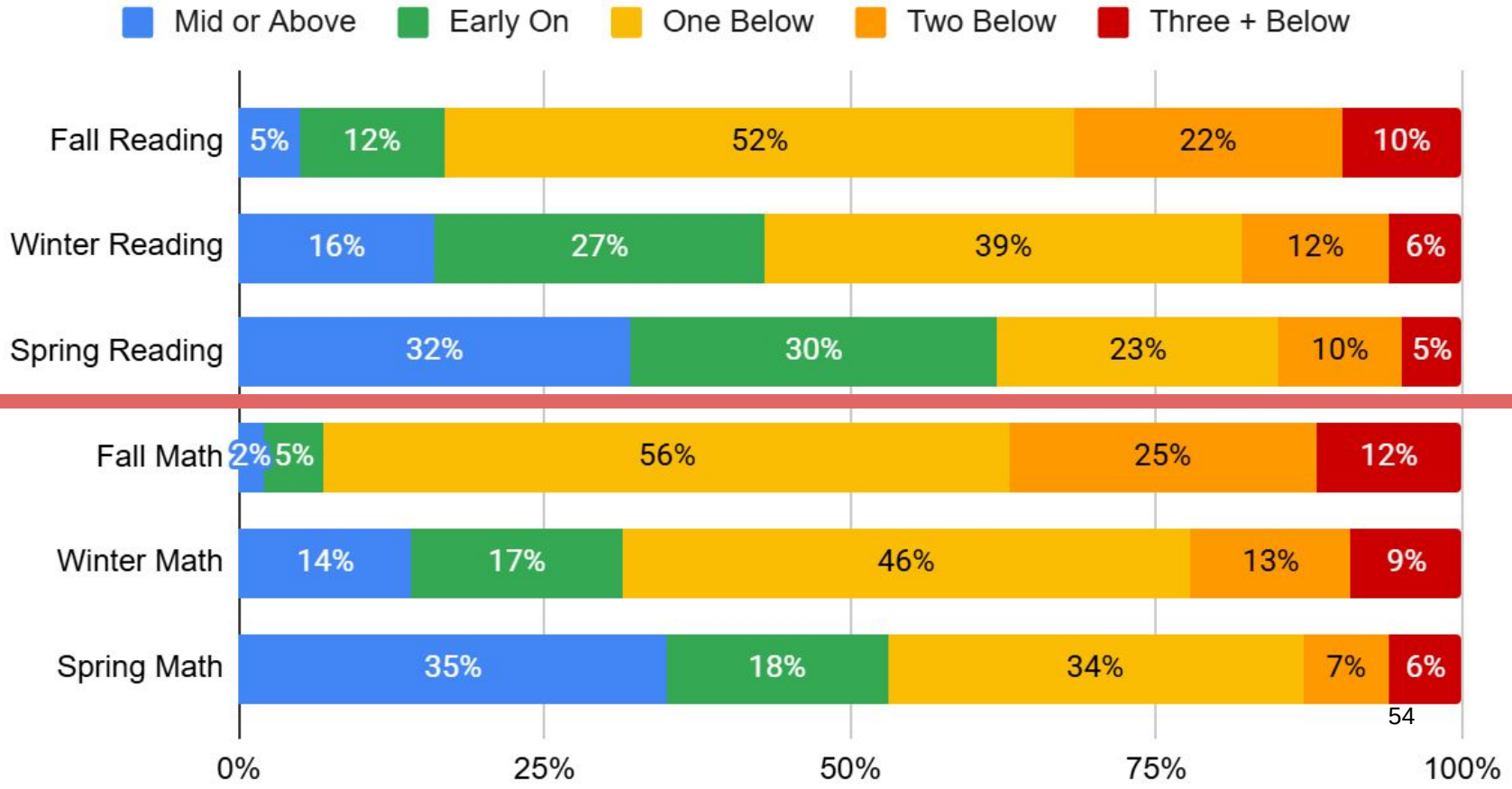


EISENHOWER

Achievement Growth

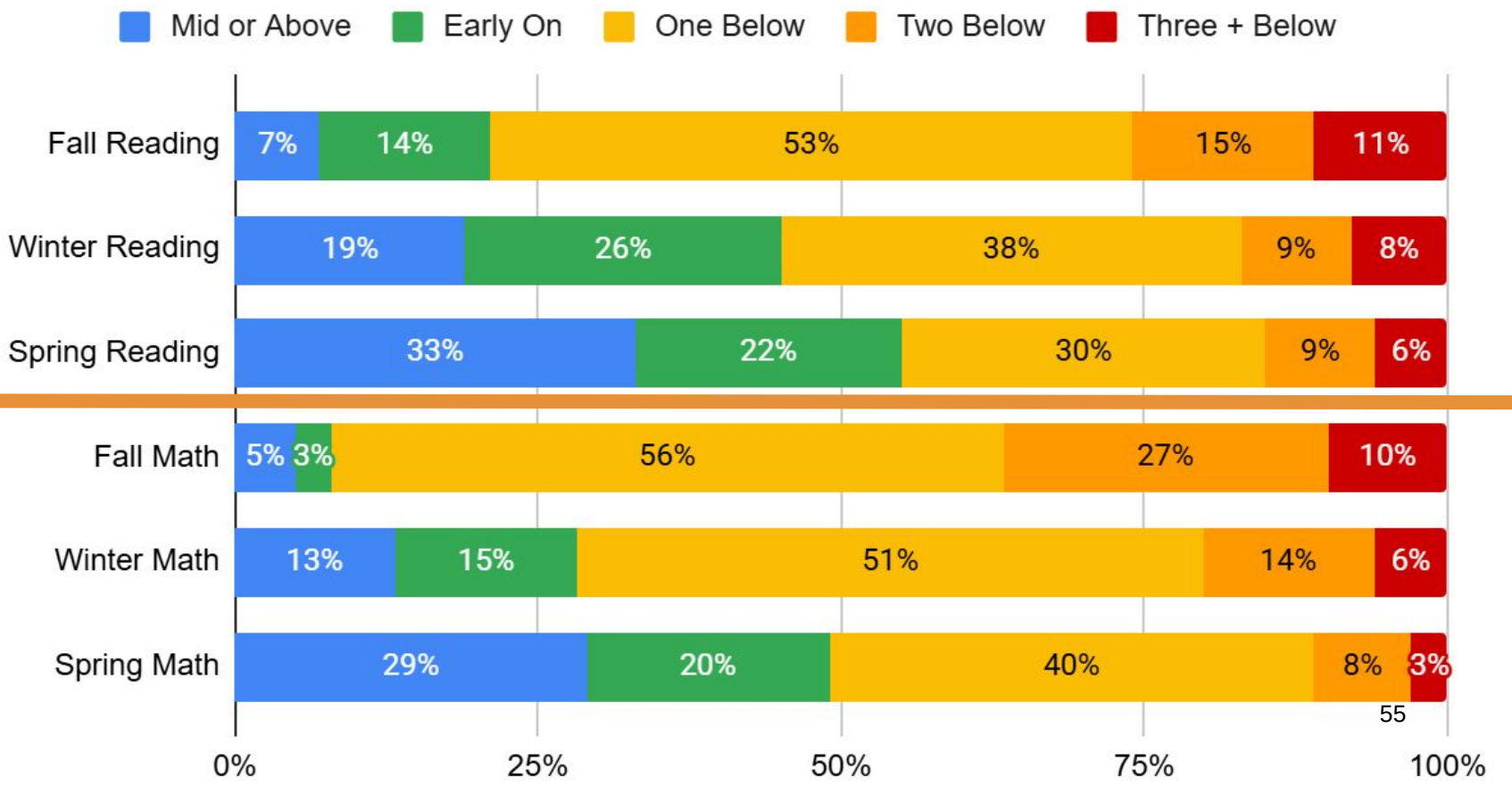


Achievement Growth



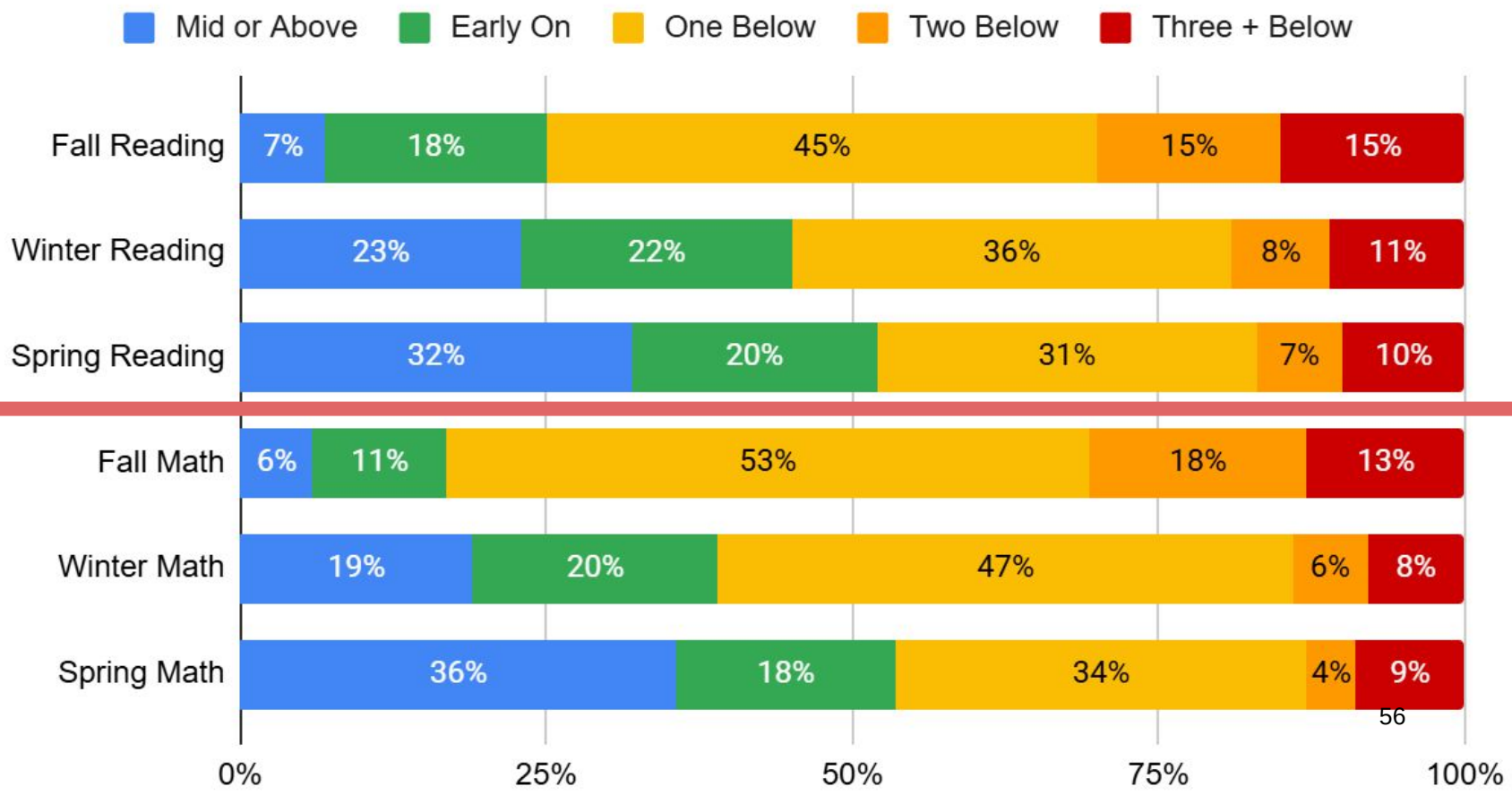
M-W

Achievement Growth



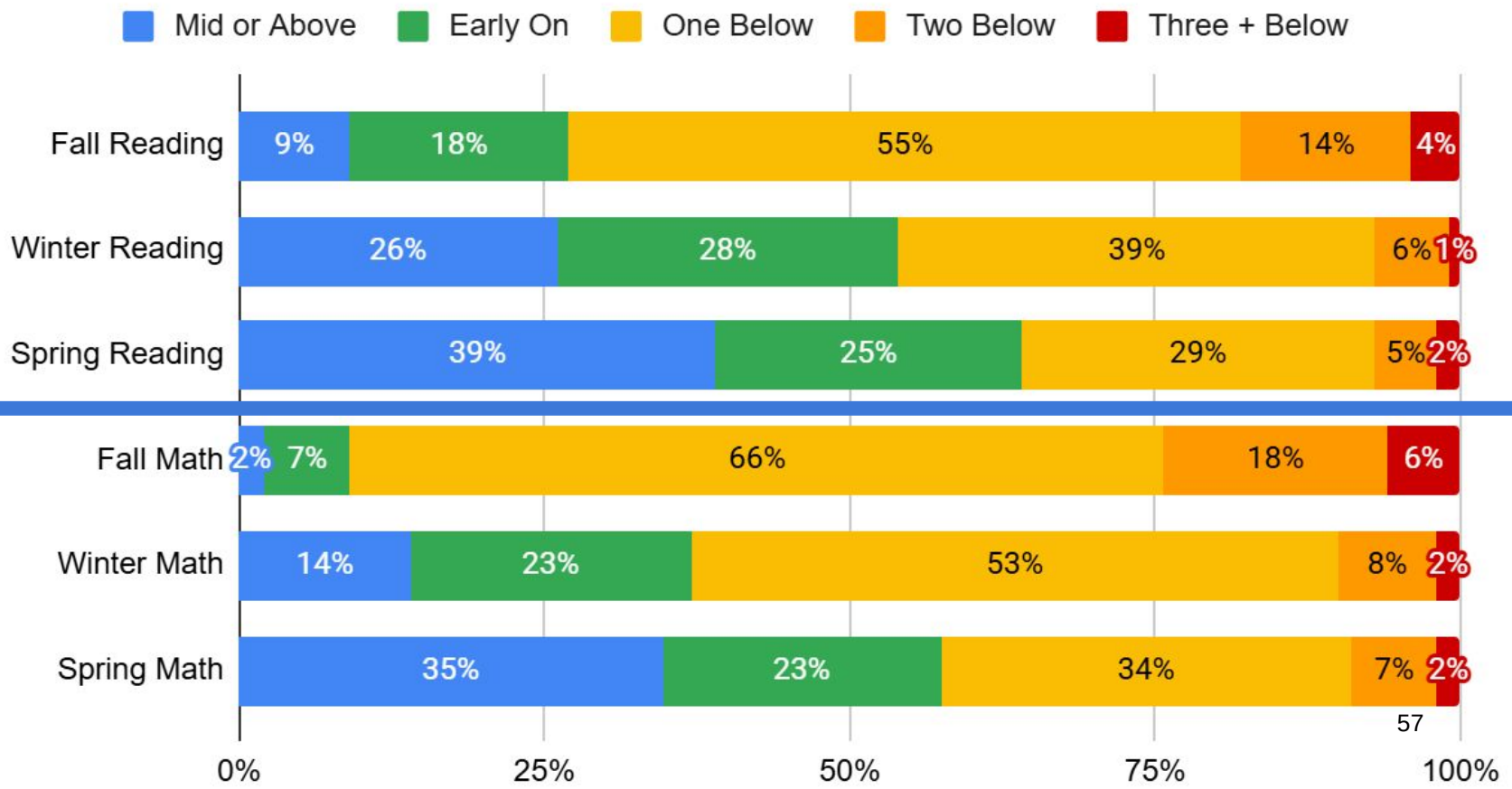
NORTH

Achievement Growth



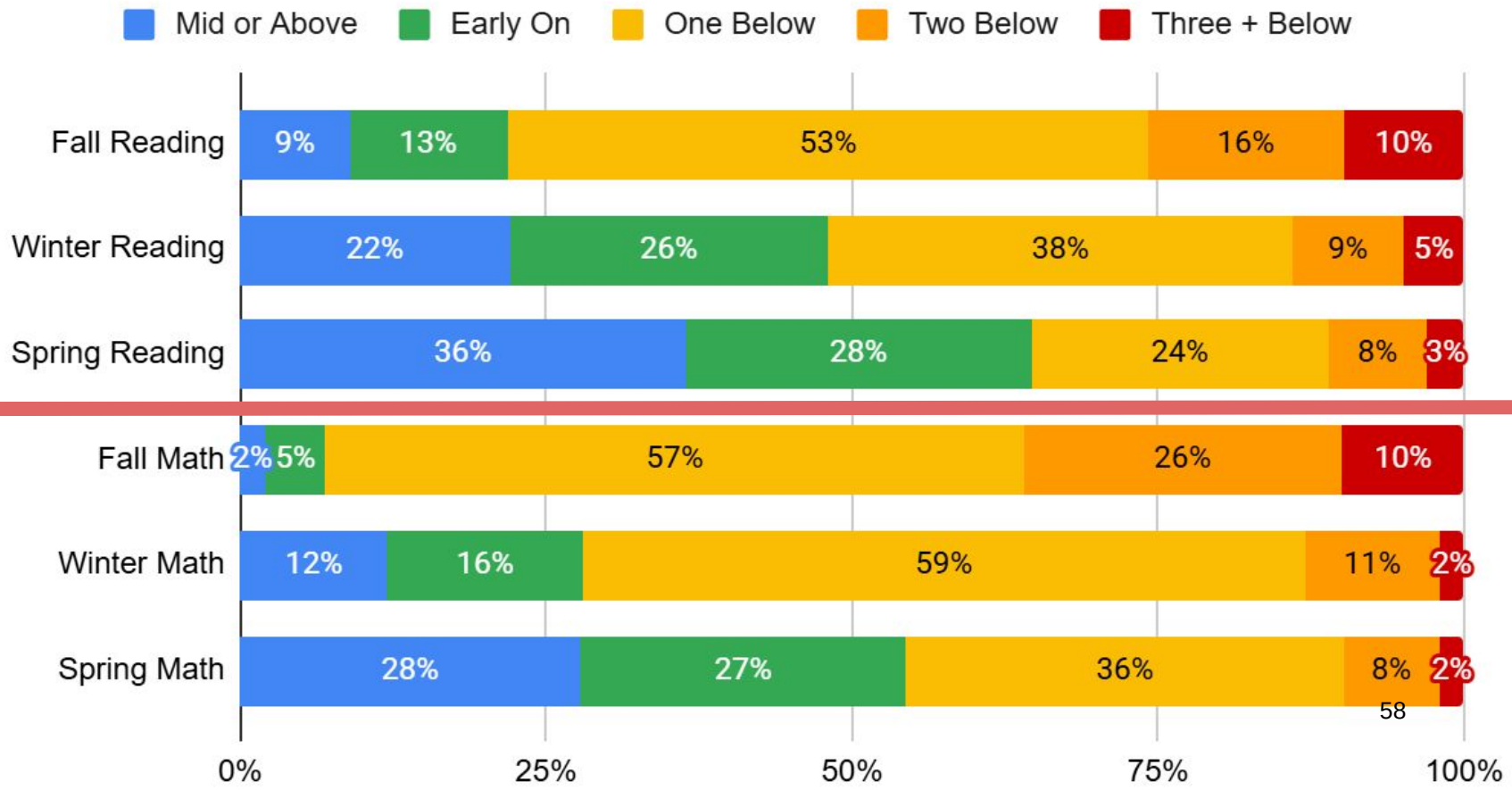
SOUTH

Achievement Growth



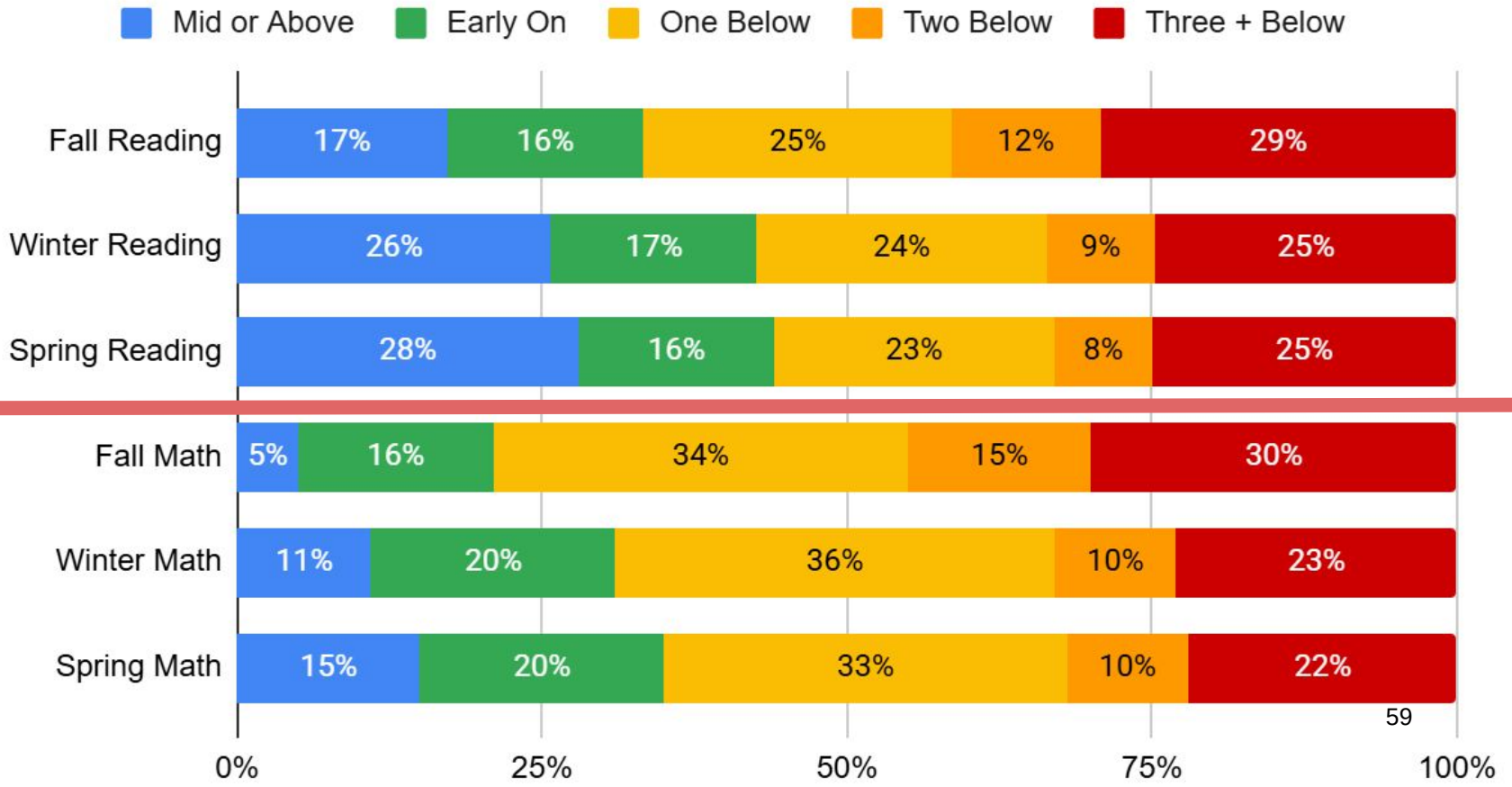
WASHINGTON

Achievement Growth



JMS

Achievement Growth



TRend

ELA		
	2026	2025
3rd	51%	53%
4th	54%	52%
5th	59%	49%
6th	46%	44%
7th	44%	40%
8th	58%	39%

MATH		
	2026	2025
3rd	45%	39%
4th	32%	41%
5th	35%	38%
6th	29%	21%
7th	26%	24%
8th	29%	24%

May 2026 Enrollment Report

EARLY YEARS	AM	PM	Full													TOTAL
Last Month	75	54	92													221
5/26/2026	75	54	93													222
Last Year	77	58	99													234

	Kinder			1st Gr			2nd Gr			3rd Gr		4th Gr		5th Gr		SPED	TOTAL
EISENHOWER																	
Last Month	24	23		20	19	19	24	23		22	22	26	26	28	28	21	325
5/26/2026	24	23		19	19	19	24	24		22	22	26	26	27	28	22	325
Last Year	22	20	17	27	26		24	23		23	25	27	26	29	26	16	331
LINCOLN																	
Last Month	16	19		21	21		21	21		17	18	20	17	24	24	14	253
5/26/2026	16	19		21	21		21	21		18	18	20	17	24	24	14	254
Last Year	17	18		19	19		15	17		20	20	25	23	19	18	8	238
MURRAYVILLE																	
Last Month	13			11			19			13		27		11		20	114
5/26/2026	13			11			19			13		27		11		19	113
Last Year	12			17			15			24		11		17		15	111
NORTH																	
Last Month	18			13			20			20		14		23		29	137
5/26/2026	18			13			20			20		14		23		29	137
Last Year	18			21			20			14		27		19		31	150
SOUTH																	
Last Month	23	24		22	24		25	23		27	25	22	22	26	27		290
5/26/2026	23	24		23	24		25	23		27	25	23	22	26	27		292
Last Year	22	23		23	26		18	19	18	22	22	24	26	24	24		291
WASHINGTON																	
Last Month	22	21		17	16		21	23		20	21	22	22	19	19	7	250
5/26/2026	22	21		17	16		21	23		20	21	22	22	18	19	7	249
Last Year	21	21		21	22		22	19		23	20	21	20	21	20	7	258
ELEMENTARY TOTALS																	
Last Month	203			203			220			205		218		229		91	1369
5/26/2026	203			203			221			206		219		227		91	1370
Last Year	194			221			192			213		230		217		77	1379

JMS	6th	7th	8th													TOTAL
Last Month	227	225	202													654
5/26/2026	227	221	202													650
Last Year	224	209	212													645

JHS	9th	10th	11th	12th	TAP											TOTAL
Last Month	227	200	185	179	16											807
5/26/2026	227	200	185	179	16											807
Last Year	226	201	183	173	15											798

CLC	5th	6th	7th	8th	9th	10th	11th	12th								TOTAL
Last Month	0	3	3	2	2	0	0	0								10
5/26/2026	0	2	3	2	2	0	0	0								9
Last Year	1	2	1	4	0	0	0	0								8

GRAND TOTAL	
Last Month	3061
5/26/2026	3058
Last Year	3064

Residential Programs -Private Facilities																	TOTAL
Last Month	1																1
5/26/2026	2																2
Last Year	0																0

Specialized Day Programs					
	Homebound	Hope	Menta Academy	ISD / ISVI	TOTAL
Last Month	1	7	4	41	53
5/26/2026	1	7	4	41	53
Last Year	1	4	3	41	49

Four Rivers Cooperative Programs					
	Early Childhood	K-5th	6th-8th	9th-12th	TOTAL
Last Month	26	4	5	5	40
5/26/2026	26	4	5	5	40
Last Year	30	5	4	10	49

Out of District Waivers	
25-26	5
24-25	7

In-District Elementary Transfers			
From	To	Families	Grade Level
Eisenhower	North	2	K, 2, 3, 4, 5
Eisenhower	South	2	K, 2, 5
Eisenhower	Washington	2	1, 1, 5, 5
Lincoln	Eisenhower	1	1
Lincoln	North	2	3, 5
Lincoln	South	3	K, 2, 3
Lincoln	Washington	6	1, 2, 2, 3, 5, 5, 5
North	Washington	1	5, 5
South	Eisenhower	1	2
South	Lincoln	1	5
South	North	3	K, 1, 1
South	Washington	4	K, K, K, 1, 5
Washington	Eisenhower	1	2, 2
Washington	Lincoln	1	3, 4, 5
Washington	South	2	K, 2, 2
	TOTAL FAMILIES	32	
		TOTAL STUDENTS	45

May 2026 Enrollment Report

DISTRICT GRADE LEVELS

	Kinder	1st	2nd	3rd	4th	5th	K-5 sped	6th	7th	8th	9th	10th	11th	12th	TAP	CLC	TOTAL
May 2024	235	220	230	222	221	213	74	219	226	197	264	197	192	164	12	8	2894
May 2025	211	221	210	213	230	217	77	224	209	212	226	201	183	173	15	5	2827
May 2026	203	203	221	206	219	227	91	227	221	202	227	200	185	179	16	9	2836

BUILDINGS

	EIS	LIN	MW	NOR	SOU	WASH	JMS	JHS
May 2024	314	244	120	164	296	277	642	829
May 2025	331	238	111	150	291	258	645	798
May 2026	325	254	113	137	292	249	650	807

EARLY YEARS

	AM	PM	Full Day	TOTAL
May 2024	75	59	97	231
May 2025	77	58	99	234
May 2026	75	54	93	222

SPECIALIZED DAY PROGRAMS

	Homebound	Chaddock	Hope	Menta Academy	ISD / ISVI	TOTAL
May 2024	1	1	5	1	36	44
May 2025	1	0	4	3	41	49
May 2026	1	0	7	4	41	53

FOUR RIVERS COOPERATIVE PROGRAMS

	Early Childhood	K-5th	6th-8th	9th-12th	TOTAL
May 2024	19	7	3	13	42
May 2025	30	5	4	10	49
May 2026	26	4	5	5	40

IN DISTRICT TRANSFERS

	Families	Students
23-24	30	44
24-25	25	27
25-26	32	45

OUT OF DISTRICT TRANSFERS

	Families	Students
23-24	5	5
24-25	7	10
25-26	4	5

I. 4th Quarter & End of Year Discipline Report 2025-2026 School Year
J. Discussion 66
- CEP Food Program

Community Eligibility Provision Program and Cost

CEP Basics

- ISBE provides a list to districts of direct certified students
- At least 25% of students have to be direct certified for school/district to be eligible (SNAP, Free Medicaid, Homeless, etc)
- Those that qualify for free or reduced through the appropriate paperwork are not counted toward CEP eligibility
- A multiplier of 1.6 is used to determine the percentage of meals to be covered by the program
- For example, if 40% of our students are direct certified, the district would be reimbursed for 64% of our students school meals
- To be covered at 100%, 62.5% of students would have to be direct certified
- Student numbers are reviewed monthly to determine if more students can be added to our eligibility numbers

CEP Basics

Current Numbers

for each school:

School	Direct Certified %	Percentage Covered
CLC	87.5%	100%
Eisenhower	38.77%	62.03%
JHS	38.47%	61.55%
JMS	45.11%	72.17%
Lincoln	77.95%	100%
Murrayville-Woodson	57.89%	92.63%
North	62.59%	100%
South	52.43%	83.89%
Early Years	62.61%	100%
Washington	62.65%	100%

CEP Cost Scenario A

- Combine all schools except Eisenhower, JHS, and JMS
- Do not provide any additional assistance
- Total percent covered is 100%
- Total cost to the district is $0

CEP Cost Scenario - B

- Combine all schools except JHS and JMS
- CEP covers 93.06% for all schools in program
- Cost to the district - $90,752

Potential Consequences for JSD117

- CEP goes away
- District has already established the precedent of free lunch and breakfast for all students
- Cost to the district $2,583,351

IX. BOARD AND COMMITTEE REPORTS
A. Policy Committee
B. Four-Rivers Report
C. IASB Reports
X. CONSENT AGENDA 73

CONSENT AGENDA ITEM June 24, 2026

TO: Board of Education
FROM: Matt Moore
SUBJECT: Consideration to approve Consent Agenda Items

PROPOSED MOTION BY THE BOARD OF EDUCATION:

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

- Consideration of Treasurer's Report
- Consideration of Previous Minutes
  - Regular Meeting and Closed Meeting for May 20, 2026
- Consideration that the Board of Education approve amended Board Policies
  - 2:140-E Exhibit-Guidance for Board Member Communications, Including Email
  - 2:200 Types of Board of Education Meetings
  - 2:220 Board of Education Meeting Procedure
  - 2:250 Access to District Public Records
  - 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behavior
  - 5:30 Hiring Process and Criteria
  - 5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition
  - 5:250 Leaves of Absence
  - 5:330 Sick Days, Vacation, Holidays, and Leaves
  - 6:65 Student Social and Emotional Development
  - 6:145 Migrant Students
  - 6:170 Title 1 Programs
  - 7:20 Harassment of Students Prohibited
  - 7:185 Teen Dating Violence Prohibited
  - 7:300 Extra Curricular Athletics
  - 8:90 Parent Organizations and Booster Clubs
- Consideration of/to pay the application for payment #4 to S.M Wilson & Co.
- Consideration of/to accept breakfast and lunch prices for FY 26-27
- Consideration of Title and School Improvement Plans
- Consideration to approve District Handbooks
- Consideration to approve the amended calendar for 26-27 SY, and proposed calendar for 27-28 & 28-29 SY

MOVED BY: _____ Seconded: _____

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

Background Information: See Attached

A. Consideration of Treasurer's Report
B. Consideration of Previous Minutes 75

- Regular and Closed Minutes for May 20, 2026

CONSENT ITEM June 24, 2026

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

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves previous minutes as presented.

- Regular Meeting and Closed Session Minutes for May 20, 2026

MOVED BY: _____ Seconded: _____

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

Background Information:

C. Consideration that the Board of Education approve amended Board Policies 7.7

- 2:140-E Exhibit-Guidance for Board Member Communications, Including Email
- 2:200 Types of Board of Education Meetings
- 2:220 Board of Education Meeting Procedure
- 2:250 Access to District Public Records
- 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behavior
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- 6:170 Title 1 Programs
- 7:20 Harassment of Students Prohibited
- 7:185 Teen Dating Violence Prohibited
- 7:300 Extra Curricular Athletics
- 8:90 Parent Organizations and Booster Clubs

CONSENT AGENDA ITEM June 24, 2026

TO: Board of Education
FROM: Steve Ptacek/ Noel Beard
SUBJECT: Consideration to approve amended Board policies

PROPOSED MOTION BY THE BOARD OF EDUCATION:

Consideration that the Board of Education approve the adoption of updated and amended Board policies as presented:

- 2:140-E Exhibit-Guidance for Board Member Communications, Including Email
- 2:200 Types of Board of Education Meetings
- 2:220 Board of Education Meeting Procedure
- 2:250 Access to District Public Records
- 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behavior
- 5:30 Hiring Process and Criteria
- 5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition
- 5:250 Leaves of Absence
- 5:330 Sick Days, Vacation, Holidays, and Leaves
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- 6:145 Migrant Students
- 6:170 Title 1 Programs
- 7:20 Harassment of Students Prohibited
- 7:185 Teen Dating Violence Prohibited
- 7:300 Extra Curricular Athletics
- 8:90 Parent Organizations and Booster Clubs

MOVED BY: _____ Seconded: _____

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

Background Information: See Attached

Document Status: Draft Update - Rewritten

2:140-E Exhibit - Guidance for Board Member Communications, Including Email Use

The Open Meetings Act (OMA) requires the Board of Education to discuss District business only at a properly noticed Board meeting.[C1] 5 ILCS 120/. Other than during a Board meeting, a majority or more of a Board quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This guidance assumes a Board has seven members and covers issues arising from Board policy 2:140*, Communications To and From the Board*.

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

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

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a do not reply all/forward alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender.**" Alternatively, the Superintendent may blind carbon copy (bcc) all other board members (preventing them from replying to all) and include a similar alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. To prevent replies or forwards to the group, all board members are blind carbon copied on this email. Only reply to the sender."**
2. Board members are permitted to discuss any topic other than District business with each other, whether in person or by telephone, email, text, or other electronic means, regardless of the number of members participating in the discussion. For example,

they may discuss sports, work, or current events.

3. Board members are permitted to provide information to each other, whether in person or by telephone, email, text, or other electronic means, that relates to District business but is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone, email, text, or other electronic means. Stated another way, a Board member may discuss District business in person or by telephone, email, text, or other electronic means with only one other Board member at a time.
5. A Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls, emails, texts, or other electronic communications to, Board members individually.
6. A Board member should include a do not reply all/forward alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: "**BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual.**" Alternatively, the board member may bcc the other board members and include a similar alert to the other board members, such as **"BOARD MEMBER ALERT: This email is not for interactive discussion purposes. To prevent replies or forwards to the group, all board members are blind carbon copied on this email. The recipient should not reply to it or forward it to another individual."**
7. Board members should not forward email received from another Board member.

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

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

If a Board member uses a District-provided device or email address to discuss public business, the electronic communication is subject to disclosure under FOIA, barring an

applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

> **First**, the communication pertains to the transaction of public business, and
>
> **Second**, the communication was: (1) prepared by a public body, (2) prepared for a public body, (3) used by a public body, (4) received by a public body, (5) possessed by a public body, and/or (6) controlled by a public body.

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

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

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

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

When Must Electronic Communications Be Retained?

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

Important: Do not destroy any electronic communication concerning a topic that is being litigated without obtaining the Board Attorney's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally advise their clients at the beginning of a legal proceeding that they must not destroy any electronic records that might be relevant. This is referred to as a *litigation hold*. For more discussion of a litigation hold, see administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. 50 ILCS 205/4.

PRESSPlus Comments

C1. Rewritten for PRESS Plus in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A. 104-438, excluding *junk mail* from the definition of *public record*, and for continuous improvement. This exhibit is not a substitute for legal advice. Use it after having a discussion with the board attorney. A redlined version showing the changes made is available at PRESS Online by logging in at www.iasb.com. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 2 - BOARD OF EDUCATION

2:200 Types of Board of Education Meetings

General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the Board Room at 211 West State Street. Board policy 2:220, *Board of Education Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year.The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor

in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1).

2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5).
6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
7. The setting of a price for sale or lease of property owned by the public body. 5ILCS 120/2(c)(6).
8. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5ILCS 120/2(c)(8).
10. Student disciplinary cases. 5 ILCS 120/2(c)(9).
11. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the

public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).

13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
14. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).
15. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within 3 months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the President or by any 3 members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office[Q1] at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.:

5 ILCS 120/, Open Meetings Act.

5 ILCS 140/, Freedom of Information Act.

105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: February 21, 2024

Questions

Q1. Some attorneys find the Open Meetings Act's (OMA's) posting requirements for special meetings to be unclear and recommend that a board post notices and agendas of such meetings at the district's main office *and* at the location where the meeting is to be held. Consult the board attorney for guidance on this issue and ensure that posting practices align with this policy and administrative procedure 2:200-AP, *Types of School Board Meetings*. Posting at the meeting location promotes greater transparency.

Does the Board post notices and agendas for special meetings at the location where the meeting is to be held, in addition to posting at the district's main office? If yes, note that this policy may require posting in the same manner for reconvened and rescheduled meetings, in alignment with OMA.

Options

☐ No (Default)

☐ Yes (IASB will revise this sentence after "the District's main office" to add "and the location where the meeting is to be held")

Document Status: Draft Update

SECTION 2 - BOARD OF EDUCATION

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before ~~before~~ Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration for an upcoming meeting. District residents may suggest inclusions for the agenda.[Q1] The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote[Q2] shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained in the safety deposit box at the local bank.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, (3) a family or other emergency, or (4) unexpected childcare obligations, or (5) performance of *active military duty* as a *service member*.[C1] If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of Robert's Rules of Order Newly Revised, as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.:

5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06, and 120/7, Open Meetings Act.

105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

ADOPTED: February 21, 2024

Jacksonville SD 117

PRESSPlus Comments

C1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/7(a), amended by P.A. 104-438. OMA borrows the definition for *active military duty* from the Service Member Employment and Reemployment Act, 330 ILCS 61/1-10. 5 ILCS 120/7(a), amended by P.A. 104-438. It means any full-time military service regardless of length or voluntariness, including, but not limited to, annual training, full-time National Guard Duty, and State active duty. 330 ILCS 61/1-10. *Service member* means a resident of Illinois who is a member of any component of the U.S. Armed Forces or the National Guard of any state, D.C., a commonwealth, or territory of the U.S. **Issue 121, March 2026**

Questions

Q1. The Board may restrict addition of discussion items suggested by District residents to the agenda to the beginning of a regular meeting and/or upon unanimous approval of those board members present.

Does the Board want to add restrictions regarding addition of discussion items suggested by District residents to the agenda?

Options

☐ No (Default)

☐ Yes, restrict to the beginning of a regular meeting. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda at the beginning of a regular meeting.)

☐ Yes, restrict to upon unanimous approval of those board members present. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda upon unanimous approval of those Board members present.)

☐ Yes, restrict to the beginning of a regular meeting upon unanimous approval of those board members present. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda at the beginning of a regular meeting upon unanimous approval of those Board members present.)

Q2. Does the Board take a roll call vote on *all* action items?

Options

☐ No (Default)

☐ Yes (IASB will replace this paragraph with the following sentence: The Board shall take a roll call vote on all matters requiring its action, including but not limited to, all questions involving the expenditure of money and all questions involving the closing of a meeting to the public.)

Document Status: Draft Update

SECTION 2 - BOARD OF EDUCATION

2:250 Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent shall appoint an employee, who may be himself or herself, to serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District. The District's public records do not include *junk mail*.[C1]

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. Email requests must include the entirety of the request within the body of the email and not as an attachment or hyperlink.[C2] The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome;.
4. The request would require the District to open electronically attached files or hyperlinks to view or access details of a request. In that case, the requester shall be notified within five business days that the entirety of the electronic request must appear within the body of the electronic submission; or
5. The District has a reasonable belief that the request was not submitted by a person, and the requester fails to verify orally or in writing that they are a person within 30 days of the District's request for such verification.C3

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and

fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the Board of Education or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.:

5 ILCS 140/, Illinois Freedom of Information Act.

50 ILCS 205/, Local Records Act.

105 ILCS 5/10-16 and 5/24A-7.1.

820 ILCS 40/11, Personnel Record Review Act.

820 ILCS 130/5, Prevailing Wage Act.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

ADOPTED: February 15, 2023

PRESSPlus Comments

C1. Updated in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A 104-438. *Junk mail* means any unsolicited commercial mail or commercial electronic communication sent to a district and not responded to by a district. **Issue 121, March 2026**

C2. Updated in response to FOIA, 5 ILCS 140/3(c), amended by P.A. 104-438. **Issue 121, March 2026**

C3. Updated in response to FOIA, 5 ILCS 140/3(j), added by P.A. 104-438. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 4 - OPERATIONAL SERVICES

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Title has been updated. Original title: Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
    a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
    b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
    a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
    b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-

student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and

c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.

3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
   a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;
   b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
   c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. ~~Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.~~[C1]

LEGAL REF.:

105 ILCS 5/10-23.13, 5/22-85.5, and 5/27-10159.1a, ~~and 5/27-13.2~~.[C2]

105 ILCS ~~110/3~~5/27-215, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected

Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

ADOPTED: May 15, 2024

Jacksonville SD 117

PRESSPlus Comments

C1. Updated in response to the repeal of 105 ILCS 5/27-13.2, by P.A. 104-391. **Issue 121, March 2026**

C2. The Legal References are updated in response to 105 ILCS 5/27-1015 and 5/27-215, both renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. Such an appointment shall be brought to the Board for approval at its next meeting.

No individual will be employed who has been convicted of a criminal offense listed in 105 ILCS 5/21B-80(c).

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

Job Descriptions

The Board maintains the Superintendent’s job description and directs, through policy, the Superintendent, in his or her charge of the District’s administration.

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

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person

necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

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

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

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

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant’s current or previous employers about wage or salary history, including benefits or other compensation.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10,

Equal Employment Opportunity and Minority Recruitment.

Sexual Misconduct Related Employment History Review (EHR)

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

Physical Examinations

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

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of ~~any~~ such examination.[C1]

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

15 U.S.C. §1681 et seq., Fair Credit Reporting Act.

42 U.S.C. §12112, Americans with Disabilities Act; 29 C.F.R. Part 1630.

105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b, 5/21B-10, 5/21B-80, 5/21B-85, 5/22-6.5, 5/22-94, and 5/24-5.

20 ILCS 2630/3.3, Criminal Identification Act.

820 ILCS 55/, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).

Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

ADOPTED: December 18, 2024

Jacksonville SD 117

PRESSPlus Comments

C1. Consult the board attorney if a staff member requests more than one physical examination to obtain a second opinion. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

All District workplaces are drug- and alcohol-free workplaces.

An employee is *on call* when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the District or another location previously designated by the District.[C1]
All employees are prohibited from engaging in any of the following activities while on District premises or while performing work or being *on call* for the District:

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred.
3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law*, 105 ILCS 5/22-33. The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position.

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

For purposes of this policy a controlled substance means a substance that is:

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

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

As a condition of employment, each employee shall:

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

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

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

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:

a. The dangers of drug abuse in the workplace,
b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
c. The penalties that the District may impose upon employees for violations of this policy.

6. Remind employees that policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in 105 ILCS 5/10-20.5b.

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

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

District Action Upon Violation of Policy

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

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

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

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

LEGAL REF.:

20 U.S.C. §7101 et seq., Safe and Drug-Free School and Communities Act of 1994.

21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15, Controlled Substances Act.

41 U.S.C. §8101 et seq., Drug-Free Workplace Act of 1988.

42 U.S.C. §12114, Americans With Disabilities Act.

21 C.F.R. Parts 1100, 1140, and 1143.

30 ILCS 580/, Drug-Free Workplace Act.

105 ILCS 5/10-20.5b.

410 ILCS 82/, Smoke Free Illinois Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.

720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.

820 ILCS 55/, Right to Privacy in the Workplace Act.

23 Ill.Admin.Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: April 27, 2022

PRESSPlus Comments

C1. Consult the board attorney regarding how the board wants to treat employees who may be considered on call, e.g., superintendents, principals, coaches, and/or maintenance workers, etc. **Issue 121, March 2026**

Document Status: Draft Update

Professional Personnel

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Personal Leave, Child-Rearing Leave, General Leaves

Please refer to the applicable collective bargaining agreement.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, spouse, [C1] domestic partner, sibling, parent, mother-in-law,

father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Sabbatical Leave

Sabbatical leave may be granted in accordance with the School Code.

Leave of Absence Without Pay

The Board may grant a leave of absence without pay to tenured professional staff members who have rendered satisfactory service and desire to return to employment in a similar capacity at a time determined by the Board.

Each leave of absence shall be of the shortest possible duration required to meet the leave's purpose consistent with a reasonable continuity of instruction for students.

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher’s child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family

or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.).

Leaves to Serve as an Officer, Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2, and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with 105 ILCS 5/24-3.5.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

Family Neonatal Intensive Care Leave[C2]

An unpaid leave from work is available to any staff member whose child[C3] is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. If the District employs at least 51 employees, an employee is entitled to a total of 20 days of unpaid leave while a child of the employee is a patient in a NICU.[Q1] The District may require reasonable verification of the employee's child's length of stay in a NICU.[C4]

LEGAL REF.:

105 ILCS 5/10-20.83, 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147/, School Visitation Rights Act.

820 ILCS 154/, Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 157/, Family Neonatal Intensive Care Leave Act.

820 ILCS and 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

ADOPTED: February 21, 2024

Jacksonville SD 117

PRESSPlus Comments

C1. Updated for continuous improvement. A covered family member includes a spouse under 105 ILCS 154/5. **Issue 121, March 2026**

C2. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. This leave is separate from FMLA leave, and an employer must allow the employee to take the leave in addition to FMLA leave. The term *employee* includes part-time workers. **Issue 121, March 2026**

C3. *Child* means an employee's son or daughter who is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis. **Issue 121, March 2026**

C4. An employer may not request confidential information protected by the Health Insurance Portability and Accountability Act or other law when asking for reasonable verification. Consult the board attorney for guidance on acceptable forms of verification. **Issue 121, March 2026**

Questions

Q1. A district that employs 50 or fewer employees may substitute the following sentence: “If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU.” 820 ILCS 157/10, added by P.A. 104-259, eff. 6-1-26. A district that employs 15 or fewer employees is not subject to the requirements of 820 ILCS 157/. If the district employs 15 or fewer employees, it may choose to delete this subhead.

How many employees are employed by the district, including part-time workers?

Options

☐ 51 or more full- or part-time employees. (Default)

☐ 50 or fewer full- or part-time employees. (IASB will substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU.”)

Document Status: Draft Update

Educational Support Personnel

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Maternity Leave

Please refer to the applicable collective bargaining agreement.

For employees not covered by a current applicable bargaining agreement:

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year. Part-time employees will receive sick leave pay equivalent to their regular workday. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year.

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. The Superintendent or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any

time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need to foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Vacation

Twelve-month employees shall be eligible for paid vacation days according to the following schedule:

Length of Employment		Earned Per Monthly Accumulation	Maximum Vacation Leave Earned Per Year
From:	To:		
Beginning of year 2	End of year 5	0.83 Days	10 Days per year
Beginning of year 6	End of year 15	1.25 Days	15 Days per year
Beginning of year 16	End of year	1.67 Days	20 Days per year

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee's average number

of part-time hours per week during the last vacation accrual year. The Superintendent will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation.

Holidays

District employees will not be required to work on:

New Year's Day	Labor Day
Martin Luther King Jr.'s Birthday	Columbus Day
Abraham Lincoln's Birthday (or Presidents' Day)	General Election Day, when required by law[C1] ~~(When declared by the State)~~
Memorial Day	Thanksgiving Day
Juneteenth National Freedom Day	Christmas Day
Independence Day	

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Personal Leave

Please refer to the applicable collective bargaining agreement.

For employees not covered by a current applicable bargaining agreement:

Full-time educational support personnel have three paid personal leave days per year. The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the Building Principal three days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday, or during the first and/or last five days of the school year, unless the Superintendent grants prior approval.
3. Personal leave may not be used in increments of less than one-half day.
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used on an in-service training day, institute training days, and/or Parent/Teacher conferences.
6. Personal leave may not be used when the employee's absence would create an undue hardship.

Bereavement Days

Employees shall be granted five (5) days of bereavement for the majority of relatives covered by the Illinois State Family Bereavement Leave Act (FBLA), and that acts timeframe. Covered family member is stepchild, sibling, parent, mother-in-law, father-in-law, grandchild, stepparent, daughter-in-law/son-in-law. FBLA leave time may be used to attend the funeral or alternative to a funeral of a covered family member, make arrangements necessitated by the death, or to grieve. FBLA leave must be completed within 60 days after the date the employee receives notice of the event. (This is not intended to be used as 5 days off. Travel to listed events is understandable, but it is not to be used for vacations.)

Employees shall be granted three (3) days for brother-in law/sister-in law or grandparent. They can be used for grieving and support for other loved ones within the first week after the incident, or later if used to attend a funeral or alternative to a funeral. (This is not intended to be used as 3 days off. Travel to listed events is understandable, but it is not to be used for vacations.)

Domestic partner definition: The term domestic partner(s), as referred to in Board Rules and Policies, shall mean individuals who (1) are at least 18 years of age; (2) are of the same sex; (3) are unmarried (single, divorced or widowed) and not a party to a civil union; (4) are each other's sole partner; (5) are responsible for each other's common welfare; (6) are residing in the same residence; (7) are not related by blood closer than would bar marriage in the State of Illinois; and (8) satisfy two of the following additional requirements: (i) have been residing together for at least 12 months; (ii) have common joint ownership of a residence; (iii) jointly

own a motor vehicle, credit account, checking account, or residential lease; or (iv) one or both have declared the other as a primary beneficiary on his or her will.

Civil Union Definition. The term civil union means a legal relationship between two persons of either the same or opposite sex established pursuant to the Illinois Religious Freedom Protection and Civil Union Act (P.A. 096-1513, effective June 1, 2011), referred to herein as the "Illinois Civil Union Act". Under the Illinois Civil Union Act, a marriage between persons of the same sex, a civil union, or a substantially similar legal relationship other than common law marriage, legally entered into in another jurisdiction, shall be recognized in Illinois as a civil union.

The leave covered under this Article shall be annual and will not accumulate.

Sick Leave Days may be used in the event of death of a secondary relative or as an extension beyond the paid Bereavement Leave Days connected with the death of an immediate family member. For the purpose of this Article, secondary relatives are cousins, aunts, uncles, nieces or nephew

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law.

Other Leaves

1. Leave for Service in the Military.
2. School Visitation Leave.
3. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
4. Family Bereavement Leave.
5. Child Extended Bereavement Leave.
6. Leave to serve as an election judge.
7. Family Neonatal Intensive Care Leave.[C2]

LEGAL REF.:

105 ILCS 5/10-20.7b, 5/10-20.83, 5/24-2, 5/24-6, and 5/24-6.3.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147, School Visitation Rights Act.

820 ILCS 154/, Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 157/, Family Neonatal Intensive Care Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No.127 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

ADOPTED: November 20, 2024

PRESSPlus Comments

C1. The General Assembly passed legislation adding General Election Day as a school holiday for 2020, 2022, and 2024. Language referring to a General Election holiday when required by law is maintained in this policy should this practice continue. **Issue 121, March 2026**

C2. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. See policy 5:250, *Leaves of Absence*, for important information about this leave. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:65 Student Social and Emotional Development

Social and eEmotional lLearning[C1] (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social- awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age- and- culturally appropriate classroom instruction, and District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Ongoing Sstaff professional development and trainingsupport to promote students' SEL development. ~~This may include providing all personnel with age-appropriate academic and SEL and how to promote it.~~
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include

establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.

5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.:

~~Children's Mental Health Act,~~ 405 ILCS 49/, Children's Mental Health Act.

CROSS REF.: 1:30, (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

ADOPTED: December 18, 2024

PRESSPlus Comments

C1. Updated throughout for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:145 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 through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant ~~children~~students C1 with full and appropriate opportunities to meet the same challenging State academic 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. ~~P~~Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.:

20 U.S.C. §6318.

20 U.S.C. §6391 et seq., Education of Migratory Children.

34 C.F.R. §200.80 et seq.

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: September 15, 2021

Jacksonville SD 117

PRESSPlus Comments

C1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:170 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.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level ~~compacts~~plans.[C1]

District-Level Parent and Family Engagement Plan~~*Compact*~~

The Superintendent or designee shall develop a District-Level Parent and Family Engagement Plan~~*Compact*~~ (District Plan) according to Title I requirements. Thise District Plan~~*-Level Parent and Family Engagement Compact*~~ shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the District Plan~~*Compact*~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement Plan~~*Compact*~~

Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Plan~~*Compact*~~ (School Plan) according to Title I requirements. This School Plan~~*-Level Parent and Family Engagement Compact*~~ shall contain: (1) a

process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the School Plan~~*Compact*~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated
by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Plan~~Compact~~) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Plan~~Compact~~)

LEGAL REF.:

~~Title I of the Elementary and Secondary Education Act,~~ 20 U.S.C. §§6301-6514, Title I of the Elementary and Secondary Education Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: September 15, 2021

Jacksonville SD 117

PRESSPlus Comments

C1. To comply with the Elementary and Secondary Education Act (ESEA), a board must incorporate by reference the district's exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. These exhibits, which have both been renamed to more closely align with federal statutes and guidance and terminology used by ISBE, contain all legally required components and are compatible with sample templates contained in the U.S. Dept. of Education's non-regulatory guidance titled Parent and Family Engagement (2025), at: www.ed.gov/media/document/parent-and-family-engagement-guidance-2025-109202.pdf.

Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to the Ill. State Board of Education (ISBE) as part of their FY 2027 Consolidated District Plan (CDP) will need to submit this adopted policy and both exhibits 6:170-AP1, E1 and 6:170-AP1, E2. **Please note that the plans must be customized to reflect the district's actual Title I parent and family engagement activities.** At the end of March, ISBE will offer a recorded webinar on CDPs that will include additional information on Title I requirements. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 7 - STUDENTS

7:20 Harassment of Students Prohibited

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

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

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

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure.* The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

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

Nondiscrimination Coordinator

Tami Stice
211 W. State St., Jacksonville, IL 62650
tstice@jsd117.org
(217) 243-9411

Title IX Coordinator

Tami Stice
211 W. State St., Jacksonville, IL 62650
tstice@jsd117.org
(217) 243-9411

Complaint Manager

Tami Stice
211 W. State St., Jacksonville, IL 62650
tstice@jsd117.org
(217) 243-9411

Complaint Manager

Matthew Moore
211 W. State St., Jacksonville, IL 62650
mmoore@jsd117.org
(217) 243-9411

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is

productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure,* should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to

disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/22-110, 5/26A, and 5/27-1, ~~and 5/27-23.7~~. C1

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

23 Ill.Admin.Code §1.240 and Part 200.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255

(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

ADOPTED: June 25, 2025

PRESSPlus Comments

C1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 7 - STUDENTS

7:185 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.

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

1. Fully implements and enforces each of the following Board policies:

    a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.

    b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.

    c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).

    d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:

    a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
    b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.

3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated
by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS 5/27-240~~110/3.10~~. C1

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: June 25, 2025

PRESSPlus Comments

C1. The Legal References are updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 7 - STUDENTS

7:300 Extracurricular Athletics

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

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The ***Pre-Participation Physical Examination Form***, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by an insurance[C1] policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance ~~plan~~policy.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parent(s)/guardian(s) must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about ~~the~~ Board ~~s concussion~~ policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30~~,~~ and 5/22-80~~, and 25/2~~.[C2]

23 Ill.Admin.Code §1.530(b).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)

ADOPTED: August 27, 2025

Jacksonville SD 117

PRESSPlus Comments

C1. Updated throughout for continuous improvement. **Issue 121, March 2026**

C2. The Legal References are updated. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 8 - COMMUNITY RELATIONS

8:90 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine ~~District~~Board[C1] policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster

club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

ADOPTED: September 15, 2021

Jacksonville SD 117

PRESSPlus Comments

C1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

D. Consideration of/to pay the application for payment #4 to S.M Wilson & Co. 146

CONSENT AGENDA ITEM June 24, 2026

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to pay the Application for Payment No. 4 to S.M Wilson & Co.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

"I recommend that the Board of Education pay the Application for Payment No. 4 to S.M Wilson & Co. in the amount of $744,303.79."

MOVED BY: _____ Seconded: _____

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

Background Information:
See Attached.

GRAHAM AND HYDE
ARCHITECTS, INC.

June 15, 2026

Mr. Steve Ptacek, Supt.
Jacksonville School District 117
211 West State Street
Jacksonville, IL 62650

Re: **Murrayville Woodson Elementary School**
Murrayville Woodson School
Woodson Winchester Road
Woodson, IL 62695
Pay Application No. 4
G&H #0511-106

Dear Mr. Ptacek:

Enclosed is Application for Payment No. 4 in the amount $744,303.79 as prepared by S.M. Wilson & Co. along with a partial lien waiver for the same amount.

If you are in agreement, payment should be made directly to S.M. Wilson & Co. in the amount of $744,303.79.

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

Sincerely,

James C. Cosgriff, AIA

JCC:dkl
Enclosure

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

APPLICATION AND CERTIFICATE FOR PAYMENT

Invoice #: 0325024-04

To Owner: JACKSONVILLE S.D. #117
211 W State Street
Jacksonville IL 62650

Project 0325024.00 Murrayville Woodson Elementary School

Application No. : 4

Period To: 5/31/2026

Distribution to :
- ☐ Owner
- ☐ Architect
- ☐ Contractor
- ☐
- ☐

From Contract: S. M. Wilson & Co.
2185 Hampton Ave.
St. Louis MO 63139

Via Architect: Graham & Hyde Architects, Inc.
1010 Clocktower Drive
Springfield IL 62704

Project Nos:

Contract For:

Contract 11/12/2025

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract.
Continuation Sheet is attached.

1. Original Contract Sum		$16,135,100.00
2. Net Change By Change Order		$0.00
3. Contract Sum To Date		$16,135,100.00
4. Total Completed and Stored To Date		$2,493,355.52
5. Retainage:		
a. 10.00% of Completed Work	$249,335.57	
b. 0.00% of Stored Material	$0.00	
Total Retainage		$249,335.57
6. Total Earned Less Retainage		$2,244,019.95
7. Less Previous Certificates For Payments		$1,499,716.16
8. Current Payment Due		$744,303.79
9. Balance To Finish, Plus Retainage		$13,891,080.05

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Change Orders approved previously		
CURRENT TOTAL		
Net Change by Change Orders		

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information, and belief, the work covered by this Application for Payment has been completed in accordance with the Contract Documents. That all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR: S. M. Wilson & Co.

By: Kelly Sawtacosa Date: 5/29/26

State of: Illinois County of: Madison
Subscribed and sworn to before me this 29th day of May, 2026
Notary Public: Janell Katherine Jones
My Commission expires: September 25, 2027

OFFICIAL SEAL
JANELL KATHERINE JONES
Notary Public, State of Illinois
Commission No. 978529
My Commission Expires
September 25, 2027

ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising the above application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information, and belief, the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED $744,303.79

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform with the amount certified.)

ARCHITECT:

By: James C. Cosgriff Date: 6.16.26

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment, and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

SCHEDULE OF VALUES

Job No.	0325024.00	**Application No.**	0325024-04
Project No.	G&H #0511-106	**Application Date**	5/29/26
Contractor	S.M. Wilson & Co	**Period to**	05/31/26

Item #	Description of Work	Labor Material Breakdown	Scheduled Value	WORK COMPLETED		Stored Materials (not in D or E)	Total Completed & Stored to Date	% Complete	Balance to Finish	Retainage*
				Previous Application	This Period					10%
01000	**General Conditions**		**$870,386.00**	$180,619.16	$65,554.56		$246,173.72	28.28%	$624,212.28	$24,617.37
01010	**Bonds and Insurance**		**$255,927.00**	$255,927.00			$255,927.00	100.00%	$0.00	$25,592.70
01020	**Mobilization**		**$30,000.00**	$30,000.00			$30,000.00	100.00%	$0.00	$3,000.00
01030	**Demobilization**		**$10,000.00**	$0.00			$0.00	0.00%	$10,000.00	$0.00
01040	**Owner Contingency**		**$50,000.00**	$0.00			$0.00	0.00%	$50,000.00	$0.00
03000	**Concrete - JH Concrete**		**$1,293,600.00**							
	Labor	$646,800.00		$264,000.00	$100,000.00		$364,000.00	56.28%	$282,800.00	$36,400.00
	Material	$646,800.00		$313,900.00	$50,000.00		$363,900.00	56.26%	$282,900.00	$36,390.00
04000	**Masonry & Air Barriers - Pulliam**		**$1,160,675.00**							
	Labor	$696,405.00		$0.00	$124,800.00		$124,800.00	17.92%	$571,605.00	$12,480.00
	Material	$464,270.00		$0.00	$51,000.00		$51,000.00	10.98%	$413,270.00	$5,100.00
05000	**Structural Steel**		**$1,310,832.00**							
	Fabrication - Semmco	$842,500.00		$76,000.00	$150,000.00	$111,000.00	$337,000.00	40.00%	$505,500.00	$33,700.00
	Erection - ACME	$468,332.00		$0.00			$0.00	0.00%	$468,332.00	$0.00
06000	**Rough Carpentry - Titan**		**$220,530.00**							
	Labor	$132,318.00		$0.00			$0.00	0.00%	$132,318.00	$0.00
	Material	$88,212.00		$0.00			$0.00	0.00%	$88,212.00	$0.00
06100	**Structural Wood Members - Timber Systems**		**$37,941.00**							
	Material	$37,941.00		$0.00			$0.00	0.00%	$37,941.00	$0.00
06200	**Casework - Precision Millwork**		**$125,828.00**							
	Material	$125,828.00		$0.00			$0.00	0.00%	$125,828.00	$0.00
07500	**Roofing and Sheet Metal - HRCO**		**$1,084,100.00**							
	Labor - Membrane Roofing	$65,046.00		$0.00			$0.00	0.00%	$65,046.00	$0.00
	Material - Membrane Roofing	$65,046.00		$0.00			$0.00	0.00%	$65,046.00	$0.00
	Labor - Metal Roofing	$477,004.00		$0.00			$0.00	0.00%	$477,004.00	$0.00
	Material - Metal Roofing	$477,004.00		$0.00			$0.00	0.00%	$477,004.00	$0.00
08100	**Doors Frames & Hardware - Security Door & Hardware**		**$208,500.00**							
	Material	$208,500.00		$0.00			$0.00	0.00%	$208,500.00	$0.00
08400	**Glass & Glazing - Bacon & Van Buskirk**		**$352,425.00**							
	Labor	$211,455.00		$0.00			$0.00	0.00%	$211,455.00	$0.00
	Material	$140,970.00		$0.00			$0.00	0.00%	$140,970.00	$0.00
09200	**Drywall & Ceilings - TJ Weis**		**$1,288,895.00**							
	Labor	$773,337.00		$7,750.00	$0.00		$7,750.00	1.00%	$765,587.00	$775.00
	Material	$515,558.00		$31,200.00	$0.00		$31,200.00	6.05%	$484,358.00	$3,120.00
09400	**Wood Flooring - Prostar**		**$112,800.00**							
	Labor	$56,400.00		$0.00			$0.00	0.00%	$56,400.00	$0.00
	Material	$56,400.00		$0.00			$0.00	0.00%	$56,400.00	$0.00
09600	**Resilient Flooring - Flooring Systems**		**$292,630.00**							
	Labor	$175,578.00		$0.00			$0.00	0.00%	$175,578.00	$0.00
	Material	$117,052.00		$0.00			$0.00	0.00%	$117,052.00	$0.00
09650	**Fluid Applied Flooring - S&K Quality Services**		**$26,709.00**							
	Labor	$16,025.40		$0.00			$0.00	0.00%	$16,025.40	$0.00
	Material	$10,683.60		$0.00			$0.00	0.00%	$10,683.60	$0.00
09900	**Painting - All American Painting**		**$144,972.00**							
	Labor	$101,480.40		$0.00			$0.00	0.00%	$101,480.40	$0.00

	Material	$43,491.60		$0.00			$0.00	0.00%	$43,491.60	$0.00
10000	**Acoustic Wall Finishes - Golterman & Sabo**		**$84,705.00**							
	Labor	$42,352.50		$0.00			$0.00	0.00%	$42,352.50	$0.00
	Material	$42,352.50		$0.00			$0.00	0.00%	$42,352.50	$0.00
10100	**Visual Display Boards - Golterman & Sabo**		**$41,769.00**							
	Labor	$20,884.50		$0.00			$0.00	0.00%	$20,884.50	$0.00
	Material	$20,884.50		$0.00			$0.00	0.00%	$20,884.50	$0.00
10200	**Signage - Ace Sign Co**		**$49,796.00**							
	Labor	$24,898.00		$0.00			$0.00	0.00%	$24,898.00	$0.00
	Material	$24,898.00		$0.00			$0.00	0.00%	$24,898.00	$0.00
10300	**Toilet Partitons & Accessories - Warehouse Design**		**$41,100.00**							
	Labor	$20,550.00		$0.00			$0.00	0.00%	$20,550.00	$0.00
	Material	$20,550.00		$0.00			$0.00	0.00%	$20,550.00	$0.00
10400	**Wall Protection - S&A**		**$2,500.00**							
	Labor	$1,250.00		$0.00			$0.00	0.00%	$1,250.00	$0.00
	Material	$1,250.00		$0.00			$0.00	0.00%	$1,250.00	$0.00
10500	**Fire Extinguisher Cabinets - M Divisions**		**$1,845.00**							
	Labor	$922.50		$0.00			$0.00	0.00%	$922.50	$0.00
	Material	$922.50		$0.00			$0.00	0.00%	$922.50	$0.00
	Lockers - Warehouse Design		**$30,174.00**							
	Labor	$15,087.00		$0.00			$0.00	0.00%	$15,087.00	$0.00
	Material	$15,087.00		$0.00			$0.00	0.00%	$15,087.00	$0.00
11000	**Kitchen Equipment - Great Lakes**		**$41,092.00**							
	Labor	$20,546.00		$0.00			$0.00	0.00%	$20,546.00	$0.00
	Material	$20,546.00		$0.00			$0.00	0.00%	$20,546.00	$0.00
11100	**Athletic Equipment - TBD**		**$40,794.00**							
	Labor	$20,397.00		$0.00			$0.00	0.00%	$20,397.00	$0.00
	Material	$20,397.00		$0.00			$0.00	0.00%	$20,397.00	$0.00
11200	**Telescoping Bleachers - Irwin**		**$21,447.00**							
	Labor	$10,723.50		$0.00			$0.00	0.00%	$10,723.50	$0.00
	Material	$10,723.50		$0.00			$0.00	0.00%	$10,723.50	$0.00
21000	**Fire Suppression - FE Moran**		**$1,112,900.00**							
	Labor	$187,500.00		$45,000.00	$0.00		$45,000.00	24.00%	$142,500.00	$4,500.00
	Other Material	$238,435.00		$0.00			$0.00	0.00%	$238,435.00	$0.00
	Pump and Tank	$686,965.00		$0.00			$0.00	0.00%	$686,965.00	$0.00
22000	**Plumbing - EL Pruitt**		**$499,685.00**							
	Labor	$299,811.00		$24,821.65	$51,391.20		$76,212.85	25.42%	$223,598.15	$7,621.29
	Material	$199,874.00		$4,127.30	$12,558.45		$16,685.75	8.35%	$183,188.25	$1,668.58
23000	**HVAC - HRCO**		**$1,518,314.00**							
	Labor	$759,157.00		$0.00			$0.00	0.00%	$759,157.00	$0.00
	RTU - Material	$87,135.00		$0.00			$0.00	0.00%	$87,135.00	$0.00
	DOAS - Material	$131,435.00		$0.00			$0.00	0.00%	$131,435.00	$0.00
	Heat Pumps - Material	$237,721.00		$0.00			$0.00	0.00%	$237,721.00	$0.00
	Other Material	$302,866.00		$0.00			$0.00	0.00%	$302,866.00	$0.00
23500	**Geothermal - TCI**		**$670,000.00**							
	Labor	$335,000.00		$32,250.00	$0.00		$32,250.00	9.63%	$302,750.00	$3,225.00
	Material	$335,000.00		$3,000.00	$0.00		$3,000.00	0.90%	$332,000.00	$300.00
26000	**Electrical - Camp Electric**		**$1,608,588.00**							
	Electrical - Labor	$643,435.20		$20,000.00	$4,500.00		$24,500.00	3.81%	$618,935.20	$2,450.00
	Electrical - Material	$965,152.80		$2,500.00	$37,200.00		$39,700.00	4.11%	$925,452.80	$3,970.00
	Communications & Security - Labor	$200,418.80		$0.00			$0.00	0.00%	$200,418.80	$0.00
	Communications & Security - Material	$300,000.00		$0.00			$0.00	0.00%	$300,000.00	$0.00
31000	**Sitework & Utilities - Kamex**		**$935,171.00**							
	Labor	$561,102.60		$238,800.00	$0.00		$238,800.00	42.56%	$322,302.60	$23,880.00
	Material	$374,068.40		$136,456.20	$0.00		$136,456.20	36.48%	$237,612.20	$13,645.62
32000	**Asphalt Paving - KE Vas**		**$358,625.00**							

	Labor	$215,175.00		$0.00	$39,000.00		$39,000.00	18.12%	$176,175.00	$3,900.00
	Material	$143,450.00		$0.00	$30,000.00		$30,000.00	20.91%	$113,450.00	$3,000.00
32500	**Landscaping & Site Furnishing - IL Forrest Products**		**$199,845.00**							
	Labor	$119,907.00		$0.00			$0.00	0.00%	$119,907.00	$0.00
	Material	$79,938.00		$0.00			$0.00	0.00%	$79,938.00	$0.00
Totals			**$16,135,100.00**	**$1,666,351.31**	**$716,004.21**	**$111,000.00**	**$2,493,355.52**	**15.45%**	**$14,142,163.28**	**$249,335.55**

CONDITIONAL WAIVER AND RELEASE UPON PROGRESS PAYMENT

Upon receipt by the undersigned a check from **Jacksonville School District #117** in the sum of **Seven Hundred Forty-Four Thousand Three Hundred Three and 79/100 dollars ($744,303.79)** payable to S.M. Wilson & Co., and when the check has been properly endorsed and has cleared the bank upon which it is drawn, this document shall become effective to release any mechanic's lien, stop notice, or bond right the undersigned has on the job of **Murrayville-Woodson Elementary** located at **1980 Woodson Winchester Rd., Jacksonville, IL 62650** to the following extent. This release covers a progress payment for labor, services, equipment or material furnished to **Jscksonville School District #117** through **May 31, 2026** only and does not cover any retentions retained before or after the release date; extras furnished after the release date for which payment has not been received; extras or items furnished after the release date. Rights based upon work performed or items furnished under a written change order which has been fully executed by the parties prior to the release date are covered by this release unless specifically reserved by the claimant in this release. This release of any mechanic's lien, stop notice, or bond right shall not otherwise affect the contract breach of the contract, or the right of the undersigned to recover compensation for furnished labor, services, equipment, or material covered by this release if that furnished labor, services, equipment, or material was not compensated by the progress payment. Before any recipient of this document relies on it, said party should verify evidence of payment to the undersigned.

DATED: 5/29/26

S.M. WILSON & CO.

BY: Kelly Santacroce

State of: Illinois County of: Madison

Subscribed and sworn to before me this 29th day of May, 2026.

Notary Public: Janell Katherine Jones

My Commission Expires: September 25, 2027

OFFICIAL SEAL
JANELL KATHERINE JONES
Notary Public, State of Illinois
Commission No. 978529
My Commission Expires
September 25, 2027

E. Consideration of/to accept breakfast and lunch prices for FY 26-27 154

CONSENT ITEM June 24, 2026

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration of/to Accept Breakfast and Lunch Prices for FY 2026-2027.

PROPOSED MOTION BY THE BOARD OF EDUCATION:
"I recommend that the Board of Education approve a $ 0.10 increase of the lunch prices with no increase to breakfast prices at all schools for the FY 2026-2027 school year."

MOVED BY: _____ Seconded: _____

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

Background Information:
Prices 2026-2027
Lunch
Elementary/Middle School Paid Lunch: $2.95
High School Paid Lunch: $3.50
Reduced Lunch: $0.40

Breakfast:
Elementary/Middle & High School: $1.75
Reduced Breakfast: $0.30

SFA NAME: [TYPE SFA NAME HERE]

The prices are based on adjusting SY 2025-26 price requirement by the 2% rate increase plus the Consumer Price Index (3.85%).

SY 2026-27 Weighted Average Price Requirement	
Requirement to the nearest cent	Requirement ROUNDED DOWN to the nearest 5 cents
$ 3.50	$ 3.50

SY 2026-27 Price Raise Calculator

Step 1

If the SY 2025-26 Weighted Average Price is equal to or above the target price of $4.16 then the SFA is compliant for SY 2026-27.

SY 2025-26 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for October 2025.

	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2025-26
1	1,525	$ 2.85	$ 4,346.25	
2	3,771	$ 3.40	$ 12,821.40	
3			$ -	
4			$ -	
5			$ -	
6			$ -	
7			$ -	
8			$ -	
9			$ -	
10			$ -	
Total	**5,296**		**$ 17,167.65**	**$ 3.24**

Step 2

Shortfall or Credit
Enter any shortfall or credit carried forward from SY 2025-26

Overview of the Calculations

Total Price Increase for SY 2026-27 (Based on the requirement rounded down to the nearest 5 cents)
$ 0.26
Required Weighted Average Price for SY 2026-27 (Increase with the 10 cents cap)
$ 3.34
Remaining Shortfall to Meet the Total Price Increase for SY 2026-27 (Based on establishing the price with the 10 cents cap)
$ 0.16
Credit From the Total Price Increase for SY 2026-27 (Based on a greater price in SY 25-26 and/or credit from the previous year)
$ -

(Optional Step)

Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required weighted average price for SY 2026-27.

	Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2026-27
1	1,525	$ 2.95	$ 4,498.75	
2	3,771	$ 3.50	$ 13,198.50	
3			$ -	
4			$ -	
5			$ -	
6			$ -	
7			$ -	
8			$ -	
9			$ -	
10			$ -	
Total	**5,296**		**$ 17,697.25**	**$ 3.34**

Step 3

SY 26-27 Report

To review the instructions for the SY 26-27 Price Raise Calculator:

Instructions

Attention: Users should only enter information in the cells highlighted in green. Modifications should not be made to the tool as changes can cause an incorrect new average price to be calculated which will impact future calculations.

CONSENT ITEM June 24, 2026

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

PROPOSED MOTION BY THE BOARD OF EDUCATION:
That the Board of Education approve Elementary and JMS Title & School Improvement Plans for the 2026-2027 school year as presented.

MOVED BY: _____ Seconded: _____

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

Background Information:

All Elementary and JMS buildings are required to have Title Plans to ensure the Title Grant regulations and title spending follow guidelines. Each plan was updated with current school data and building plans for improvement.

Lincoln, Washington, and JMS also receive School Improvement funding based on their summative designations. These buildings are also required to have a School Improvement plan to address the needs identified by the summative designations.

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	Eisenhower Elementary School		
RCDT:	46 -069 -1170 -22 -2001		
Principal:	Tim Chipman		
Address:	1901 W. Lafayette Avenue		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-5107		
Email address:	tchipman@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2025-2026			

DISTRICT INFORMATION

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

Superintendent's Signature **Date**

Schoolwide Plan Components

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

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

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

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

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

Needs Assessments:

- Eisenhower School Family Survey (Spring 2026)*
- Eisenhower School Faculty/Staff Survey (Spring 2026)*

*Copies submitted via Title 1 Crate.

Needs Assessments

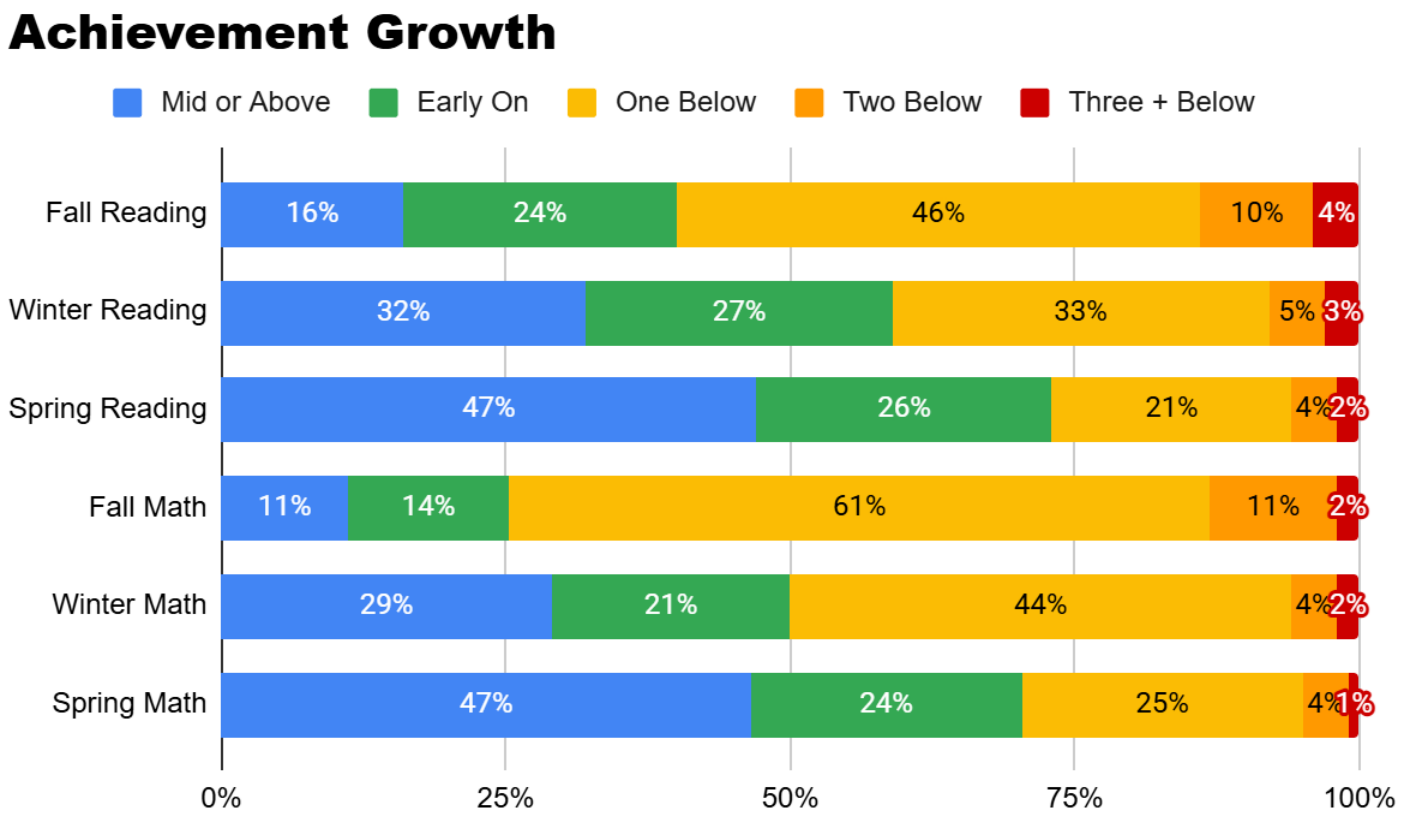
Based on the school's End of Year Parent Survey (48 responding families), 83% of families Strongly Agree they feel welcome at Eisenhower School; 17% of families Agree they feel welcome at the school. When asked about their student(s) feeling prepared for the next grade level, 94% indicated they do feel their student(s) is prepared. When asked if the work at their student's(s') school is challenging, 85% agreed that work is appropriately challenging.

The Eisenhower Parent Teacher Advisory Council (PTAC) held quarterly meetings throughout the 2025-2026 school year.

Academic Data

Data shared in Title 1 Crate: see Eisenhower Benchmark Data 25/26

i-Ready Data:



Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Pacific Islander (%)	Two or More Races (%)
2026	76.2	6.9	7.8	3.6	0	0	5.4
2025	81.4	6.2	5.6	3.6	0	0	3.3

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

2025-2026:

EISENHOWER SCHOOL GOALS 2025-2026

"MAKE IT COUNT"

STRENGTHENING THE NUMERACY CORE (TIER 1)

- Assessment: Math proficiency in i-Ready in the mid-above range will increase from baseline EOY25 45% to EOY26 65%
    - Tier 1 Best Practices: e.g. student engagement, explaining rationale, classroom visit tools
    - Instruction: development of common math language, per Envision series
    - Professional Development: training from Envision representation

STRENGTHENING THE LITERACY CORE (TIER 1)

- Assessment: growth in ELA i-Ready scores from baseline EOY25 48% Mid-Above to EOY26 60% Mid-Above
- Tiered Reteaching: establish quarterly baseline of those students requiring reteaching (ie, Tier II)
    - Tier 1 Best Practices: e.g. student engagement, explaining rationale, classroom visit tools
    - Instruction: development of common ELA language, per Magnetic series
    - Professional Development: training from Magnetic representation

STRENGTHENING THE CULTURAL CORE (TIER 1)

- Attendance: reduction of number of 10+ tardy families from 27 to 22 (20%)
  Attendance: reduction of number of 4-9 tardy families from 7 to 5 (25%)
    - Family Engagement: introducing the Let Grow initiative
    - Communication: targeted family intervention, encouragement

2026-2027:

EISENHOWER SCHOOL GOALS 2026-2027

"LET'S GROW!"

STRENGTHENING THE NUMERACY CORE (TIER 1)

- Assessment: growth in Math i-Ready scores from baseline EOY26 71% on-grade (green) to EOY27 73%
    - Classroom Walk-Through tool
    - Development of common math language, per Envision series
    - Quarterly Tier 2 meetings

STRENGTHENING THE LITERACY CORE (TIER 1)

- Assessment: growth in ELA i-Ready scores from baseline EOY26 73% on-grade (green) to EOY27 75%
    - Professional Development: training from Magnetic representation, new integrated series

STRENGTHENING THE CULTURAL CORE (TIER 1)

- On-Time Attendance: *TBD*
- Family Engagement: introducing the Let Grow initiative
- January Assembly: semester awards and i-Ready motivation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BEHAVIOR REPORT

2025-2026

Total Referrals 341

2024-2025:

Total Referrals 325

2023-2024:

Total Referrals 273

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

At the district level, professional development opportunities provided to teachers this past year were largely focused on prioritizing ELA and Math standards and the accompanying district-generated EOY assessments. Common end-of-year tests were also edited and proctored for the fourth year in a row. Eisenhower in particular, our Guiding Coalition (leadership team), concluded a yearlong book study of Bay-Williams and Kling's *Math Fact Fluency.*

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

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

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 a number of students who will attend Eisenhower Elementary. This May, we were delighted to again offer an in-person Kindergarten Preview Night to "rising" kindergarten students and their families. In August, the school plans a Meet the Teacher Night which gives families the opportunity to meet their teacher and drop off school supplies.

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

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

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

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

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

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

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

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

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

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

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

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

Lincoln Elementary School

School Based Strategic Planning SY2627

The Lincoln Mission: ***The Lincoln Elementary School Staff supports ALL students, ensuring academic, social, and emotional success at high levels in a safe and loving environment.***

TEAM & COLLABORATION INFORMATION

Success Equation Team - *ILT, Team that will present mid year with you (should be compiled with a variety of stakeholders)*							
Sue Lovdahl Principal	Dean Anita Hayes	Jon Zang - PE	Steph Noel Special Ed	Title Emily Hudson	Jess Brown -1st Karen Fezler - K Allyson Maul -K	Sam Gregory - 2nd Jody Haskell - 3rd	District Admin Kelly Zoellner Tabitha Schweer

Criteria for Success of the Plan

- Plan is written clearly and specifically so that it is actionable/measurable in nature
- Plan is focused, so that no more than 3 priorities are executed on for the school year
- Plan covers key components of running a successful school – Academic/SEL/Adult Culture strategy that will drive outcomes for your specific school
- Plan is written realistically accounting for the resources (i.e. people, time, and money) required to execute on it
- Plan meets the criteria/guidance designated for each section
- Those responsible for executing parts of the plan have seen it and are bought in prior to submission

SCHOOL VISION and PLANNING OVERVIEW

Principal:	School:
Vision for the school & Student Experience: ● Everyone in our school community feels seen, heard, included, and that their presence matters. ● Students know they belong and that being at school means contributing to something meaningful. ● We support academic and emotional growth by encouraging personal best each day.	

- We take shared responsibility for meeting student needs through teamwork and support.
- We partner with families through open communication and keep students at the center of all decisions.

Theory of Action of the Priorities: (how they all connect) If we create a school where students feel they belong, think deeply about their learning, and support their ideas with evidence, then we will see increased attendance, stronger engagement, and improved academic achievement.	
High Level Priorities (area of focus)	Outcomes: School Goals *(metrics that show the outcomes you expect to*
Priority 1: All students feel like they BELONG at Lincoln Elementary School.	**Outcome 1:** Decrease chronic absenteeism from **26.4%** to **less than 20%.**
Priority 2: Students can explain and justify their mathematical thinking in written and oral responses.	**Outcome 2:** Increase the percentage of students scoring proficient or above on the IAR - Math assessment from 20% to 25%, increasing the number of students meeting proficiency from 27 students to 34 students as measured by official IAR assessment results.
Priority 3: Students provide text evidence to support their ideas and use topic or text-specific language in written and oral responses.	**Outcome 3:** Increase the percentage of students scoring proficient or above on the IAR - Reading assessment from 40% to 45%, increasing the number of students meeting proficiency from 54 students to 61 students as measured by official IAR assessment.

Outcome 1: If students feel like they belong at Lincoln Elementary School, then we will decrease chronic absenteeism from 31% to less than 20%					
Area of Emphasis	Strategic Statements Clarity on how a team is going to achieve measurable improvement using evidence-based practices. • *Begin each statement with "teachers/Staff will..." (and/or which specific group of teacher and staff).* • *Use an action verb of observable behavior which must be done.* • *Write clear, concise statements that describe what you intend to accomplish. (Be specific.)* • *Make sure each teacher/staff strategy addresses the issues and connects back to the measurable priority.*	Metrics • *What are the quantitative outcomes that are associated with achievement of this strategic statement? (They may be an interim measure or directly related to a school goal measure)*	System for Monitoring • *How will your team know that you're making progress?* • *How and what evidence/data will be collected to measure growth towards meeting that priority?* • *How will your team respond if it isn't moving?* • *How will your team respond if it is moving?*	Person Responsible *What person(s) will be responsible for executing?*	Completion Date *By when will you expect the action to be complete? If ongoing, indicate the frequency.*

School Culture	Staff will greet students as they come into the building and/or classroom each day. Staff will proactively communicate with students to reinforce expectations, encourage effort, and support emotional well-being. Teachers and staff will intentionally build positive relationships with students through regular check-ins, affirming feedback, and classroom community building activities. Staff will create positive, consistent rules for each area of the building (classroom, bathroom, hallway, cafe, etc.) These will be	Increase in percentage of students responding positively to the survey item " I feel welcome at school" from fall to spring. Decrease in behavior incidents occurring during arrival time and breakfast, by proactively identifying and supporting students who may be struggling emotionally at the start of the school day. 100% of classrooms and common areas have posted expectations by August 13th, 2026.	Student Belonging Survey will be created *(with approval by the superintendent)* and administered in fall (September) and Spring (April). Results will be reviewed by the Guided Coalition Team and shared with staff. Office Discipline Data will be reviewed monthly by the Dean of Students to track patterns during arrival time. The Guided Coalition Team will review attendance, behavior, and student belonging survey data quarterly to identify trends and adjust strategies. Building walk-throughs will be conducted by the principal/Dean of Students every five weeks to confirm that expectations are posted and visible in all areas.	Dean of Students, Principal Dean of Students/Principal	Action will be completed by May, 2027 Action will be complete in May of 2027.

	posted in the appropriate areas, and explicitly teach those expectations to students at the beginning of the year and review them monthly. Principal will do a 5 week cycle of observation and feedback on the Culture of Learning as it relates to belonging.	All grade levels complete teaching of schoolwide expectations during the first two days of school, review them monthly, and reteach them at the beginning of the second semester.	Grade level teams will complete a simple checklist after initial teaching, monthly reviews, and January reteaching to confirm delivery of expectation lessons.		
Tracking Attendance	Staff will monitor student attendance daily and communicate with families regarding absences to promote consistent attendance habits. The Guided Coalition team will review attendance data weekly to identify attendance concerns early and implement appropriate interventions and supports Staff will build positive relationships with students and families through consistent communication, outreach, and problem-solving to reduce barriers to attendance.	Chronic absenteeism will decrease from 26.4% to below 20% by the end of the school year. Teachers will enter daily attendance into Skyward with 100% accuracy. The school secretary will maintain a log of all absences, including parent-reported reasons and whether contact was made.	Daily attendance is recorded by teachers in Skyward and tracked in a handwritten log by the school secretary. The principal and dean of students review the secretary's attendance log daily to verify contact has been made and to identify trends. Weekly Skyward reports are generated to monitor attendance patterns and flag students nearing or	Principal, Dean of Students, Secretary, Nurse, Assigned Staff members	Action will be complete in May of 2027

		All unverified absences will receive a same-day phone call from the office, and the outcome will be documented in the log. Students reported absent due to illness will receive a follow-up phone call from the school nurse to confirm symptoms and assess health concerns. Students with five or more absences will be flagged for Tier 2. An attendance intervention flowchart will be followed to guide Tier 1, Tier 2, and Tier 3 responses. All Tier 2 and Tier 3 interventions will be documented and reviewed regularly.	exceeding chronic absenteeism (10% or more). Students with five or more absences are flagged for Tier 2 intervention and monitored through the school's attendance flowchart. Students in Tier 2 and Tier 3 are documented in the MTSS system, with notes on attendance interventions and parent outreach. The Guided Coalition Team will review monthly attendance data, monitor progress toward the goal, and adjust intervention strategies. Attendance concerns and intervention status will be communicated to appropriate staff members to ensure coordinated support for students.		

Family Engagement	Staff and school leaders will partner with families through a Parent Advisory Committee to strengthen school-home communication, increase family involvement, and gather parent feedback to support a positive school climate.	A list of interested parents is collected at Open House and/or through follow-up communications by September 15th, 2026. A Parent Advisory Committee will be established and hold at least two meetings during the 2026-2027 school year. Parent feedback will be collected and reviewed to inform school improvement efforts. Participation data will be collected to monitor family engagement.	Principal and designated staff liaison will maintain a record of parent interest collected at Open House and follow-up outreach. Meeting agendas, sign-in sheets, and minutes from meetings will be collected and stored in a shared school drive. Participation logs and event feedback forms will be used to track engagement and inform end-of-year reflection. Guided Coalition team will review progress in winter and spring to assess sustainability and plan next steps.	Principal and all staff members.	Action will be complete in May of 2026.
Diverse Learners	Lincoln Elementary will monitor attendance among diverse learners, including students with IEPs, 504 plans, English Learners, and students from all racial and cultural backgrounds and ensure they feel connected and supported through inclusive practices and strong family partnerships.	Attendance data will be disaggregated monthly by subgroup (IEP, 504, ELL, race/ethnicity) and reviewed by the Guided Coalition Team.	Attendance data will be disaggregated by subgroups and reviewed monthly by the Guided Coalition Team.	Principal and all staff members	Action will be complete d in May of 2027.

		School events, (Open House, conferences) will include accessible communication (translated materials, interpreters) for ELL families.	Students with frequent absences will be flagged and discussed during Problem Solving Meetings.		

Resources: *What resources (i.e. coaching, materials, PD time, etc. will be required to support this priority)?*

1. *Teachers need training around learning acceleration.*
2. *Teachers need training around learning acceleration.*

Outcome 2: If students can explain and justify their mathematical thinking in written and oral responses, then student achievement on the IAR Math assessment will improve, increasing the percentage of students scoring proficient or above from 20% to 25%, raising the number of students meeting proficiency from 27 students to 34 students as measured by official IAR assessment results.

Area of Emphasis	Strategic Statements Clarity on how a team is going to achieve measurable improvement using evidence based practices. ● *Begin each statement with "teachers/Staff will..." (and/or which specific group of teacher and staff).* ● *Use an action verb of observable behavior which must be done.* ● *Write clear, concise statements that describe what you intend to accomplish. (Be specific.)* ● *Make sure each teacher/staff strategy addresses the issues and connects back to the measurable priority*	Metrics ● *What are the quantitative outcomes that are associated with achievement of this strategic statement? (The may be an interim measure of directly related to a school goal measure)*	System for Monitoring ● *How will your team know that you're making progress?* ● *How and what evidence/data will be collected to measure growth towards meeting that priority?* ● *How will your team respond if it isn't moving?* ● *How will your team respond if it is moving?*	Person Responsible *What person(s) will be responsible for executing?*	Completion Date *By when will you expect the action to be complete? If ongoing, indicate the frequency.*
	The master schedule will be designed to protect core math instruction, ensuring students are not pulled for services during lessons focused on priority math standards.	The master schedule reflects uninterrupted math blocks for 100% of classrooms, finalized			

	Teachers will analyze student math writing samples and oral responses during PLCs every 4-6 weeks to identify patterns in reasoning, adjust instruction and provide targeted support.	before the first day of school. Support schedules are aligned to avoid core math instruction time in 100% of grade levels by August 12th, 2026. Teacher feedback collected in fall indicates that core math instruction time is being consistently preserved. PLC meeting schedules are submitted to the principal by September 15th and include a minimum of one math data discussion every 4-6 weeks. Student math writing samples are collected and reviewed at least every 4-6 weeks, with notes or summaries shared in a team	The principal will create a building-wide PLC schedule and include it on the academic calendar at the start of the year. PLC meetings will take place on a designated day each week, preferably when teachers have a 50 minute planning period. The first PLC meeting of each month will include Title 1 staff, with substitute coverage arranged as needed. The third PLC meeting of the month will include resource teachers. The principal will attend PLC meetings on the designated day to support collaboration and instructional planning. Math writing samples and analysis notes will be stored in a shared team drive or folder for review by principal		

		folder of planning documents. Adjustments to instruction or grouping based on analysis are documented in PLC notes or planning forms. By the end of the semester 80% of teams used student work to inform instructional decisions.	during scheduled check-ins. Walkthroughs and conversations will include follow-up on how PLC insights are informing instruction. The Guided Coalition team will review PLC documentation at the end of each semester to ensure that data analysis is leading to responsive instructional planning.		
	Teachers will provide regular opportunities for students to explain and justify their mathematical thinking using sentence stems, visual models, and structured discussion protocols.	Each grade level will identify and post math sentence stems in classrooms by September 15, 2026. ("I solved this by. . . . . .I agree/disagree because. . . . . .") Walkthroughs show evidence of students engaging in math talk or justification in at least 80% of observed classrooms. Teachers include discussion or	Principal walkthroughs focused on evidence of students explaining and justifying their thinking. Student work samples collected during PLC cycles will be reviewed to track growth in use of reasoning language. The Guided Coalition Team will review progress each semester and provide feedback or additional support as needed.		

		justification protocols in math lesson plans and PLC discussions Student work samples demonstrate increasing use of reasoning language and visual models throughout the year.			
Family Engagement	We'll help families support their child's math learning by sharing simple tools and student work that show how kids explain their thinking. Families will be included in activities and conversations that make math feel more clear and connected to home.	At least 90% of families will receive communication explaining how students are learning to justify their thinking in math. Math explanation sheets such as "Ask Me About My Math Thinking"will be sent home at least once per quarter. Student math work that includes written or verbal justification will be shared with families during parent-teacher conferences. A family math event (Math Night) will be held to engage	Teachers will document when math sheets are sent home through Class DoJo. Parent -teacher conference forms/sign-in sheets, will include a section noting whether student math work was shared and discussed. Attendance at family math events (Math Night) will be tracked to monitor engagement levels. Informal feedback will be gathered from families through quick surveys, exit slips, or conversation notes to		

		families in understanding and supporting mathematical thinking. Feedback from families (short surveys) will show increased comfort in supporting math learning at home.	assess conference and understanding. The Guided Coalition team will review samples of classroom-family communication each quarter to ensure consistency and alignment with the goal.		
Diverse Learners	Teachers will support diverse learners in explaining their math thinking by using strategies that match their individual learning needs and giving them multiple ways to show what they know	Teachers will consistently use differentiated strategies during math instruction to help diverse learners explain their thinking , as reflected in lesson plans, student work, or PLC discussions.	Lesson plans and instructional materials will be reviewed periodically to ensure differentiated supports (sentence starters, visuals, manipulatives) are used to help diverse learners explain their math thinking. Student work samples from IEP, 504, and ELL students will be collected and reviewed each quarter to look for evidence of explanation and justification. The principal will review month collaboration notes to		

	IEP case managers and ELL teachers will collaborate with classroom teachers to align math supports with student learning plans.	Meeting notes will show that 100% of IEP case managers and ELL teachers meet with classroom teachers at least once per month to align math supports with student learning plans.	ensure IEP case managers and ELL teachers are regularly aligning math supports with classroom instruction. Follow-up will occur if needed.		

Resources: *What resources (i.e. coaching, materials, PD time, etc. will be required to support this priority)?*

3. *Teachers need training around learning acceleration.*
4. *Teachers need training around learning acceleration.*

Teachers may need support and professional development focused on helping students explain and justify their mathematical thinking. Possible training with Envision could strengthen staff confidence and instructional practices in this area.

Outcome 3: If students can provide text evidence to support their ideas and use topic or text-specific language in written and oral responses, then student achievement on the IAR Reading Assessment will improve, increasing the percentage of students scoring proficient or above on the IAR - Reading assessment from 40% to 45%, increasing the number of students meeting proficiency from 54 students to 61 students as measured by official IAR assessment.

Area of Emphasis	Strategic Statements Clarity on how a team is going to achieve measurable improvement using evidence based practices. • *Begin each statement with "teachers/Staff will..." (and/or which specific group of teacher and staff).* • *Use an action verb of observable behavior which must be done.* • *Write clear, concise statements that describe what you intend to accomplish. (Be specific.)* • *Make sure each teacher/staff strategy addresses the issues and connects back to the measurable priority*	Metrics • *What are the quantitative outcomes that are associated with achievement of this strategic statement? (The may be an interim measure of directly related to a school goal measure)*	System for Monitoring • *How will your team know that you're making progress?* • *How and what evidence/data will be collected to measure growth towards meeting that priority?* • *How will your team respond if it isn't moving?* • *How will your team respond if it is moving?*	Person Responsible *What person(s) will be responsible for executing?*	Completion Date *By when will you expect the action to be complete? If ongoing, indicate the frequency.*
	Teachers will model and provide guided practice in using text evidence and topic-or-text specific vocabulary, and will	By January, 90% of classrooms will demonstrate evidence	The system for monitoring will include monthly	Principal Teachers	Action will be completed

	provide regular opportunities for students to apply these skills in both written and oral responses	of teacher modeling and guided practice in using text evidence and academic vocabulary, as observed through classroom walk-throughs and instructional artifacts such as anchor charts, students writing samples, lesson plans, and graphic organizers.	classroom walkthroughs using a common observation tool, collection of instructional artifacts during grade level collaboration or lesson plan reviews, and student work analysis during data meetings. Results will be shared quarterly with the Guided Coalition Team to inform ongoing support and professional development.		in May of 2027.
	Teachers will implement a common, schoolwide rubric to assess students' use of text evidence and academic vocabulary in written responses, and will collaboratively analyze student work to inform instruction.	By January, 100% of grade-level teams will be using a common school-wide rubric to assess written responses, and 80% of students will score a 3 or higher (proficient) on at least one grade-level written response to reading.	Student writing scored with the common rubric will be collected and reviewed during grade-level meetings. Teams will discuss results and ensure they are using the rubric consistently.	Principal Teachers	Action will be completed May, 2027.
Family Engagement	Staff will provide accessible strategies for families to support reading at home , such as ways to discuss text evidence and vocabulary through Class DoJo,	By January, at least 90% of families will receive reading support materials through the	Teachers will log when reading support	Principal Teachers Support Staff	Action will be completed May, 2027.

	conferences, or take home materials prepared by support staff.	new communication system, conferences, or take home packets, and grade level teams will document at least one method of family outreach related to reading strategies.	materials are sent home or shared with families using a simple shared tracker. The Guided Coalition Team will review the tracker quarterly to monitor progress.		
Diverse Learners	Teachers will use differentiated supports such as sentence frames, guided practice, and visuals, to help diverse learners cite text evidence and use academic vocabulary in both written and oral responses.	By January, teachers will use differentiated supports for diverse learners, as seen in walkthroughs and student work. At least 70% of diverse learners will show growth in using text evidence and academic vocabulary, based on a common rubric.	The principal will monitor use of supports during classroom walkthroughs, and teachers will bring student writing samples to PLC meetings to review progress using the common rubric.	Principal Teachers	Action will be complete d by May, 2027

Resources: *What resources (i.e. coaching, materials, PD time, etc. will be required to support this priority)?*

5. *Teachers need training to determine what grade-appropriate content is.*
6. *Teachers need training around learning acceleration.*

Lincoln's Learning Partner will support the development and delivery of professional learning aligned to outcome number three, including strategies for teaching students to cite text evidence and use academic vocabulary in written and oral responses.					

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	Murrayville-Woodson Elementary		
RCDT:			
Principal:	Emily English		
Address:	307 Masters Street		
City, ZIP code:	Murrayville, Il 62668		
Telephone:	217-882-3121		
Email address:	eenglish@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2026 - 2027	58.2%		

DISTRICT INFORMATION

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

Superintendent's Signature **Date**

Schoolwide Plan Components

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

NAME	REPRESENTATION
Emily English	Principal
Amy Davis	Kindergarten
Mary Parks	First Grade
Cheney Brewer	Second Grade
Angel Ewing	Third Grade
Abby Crow	Fourth Grade
Lisa Horton	Fifth Grade
Monica Dixon	Physical Education
Lara Morrison	Interventionist
Miranda Beddingfield	Special Education
Pam Waggener	Special Education
Tammie Powell	Special Education

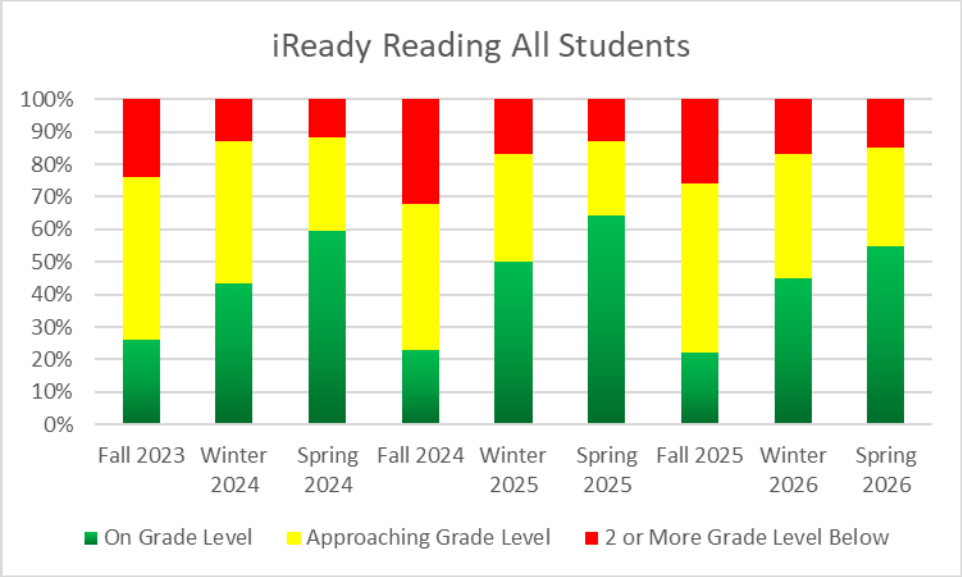
2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
   1.
   2.
   3.
   4.

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

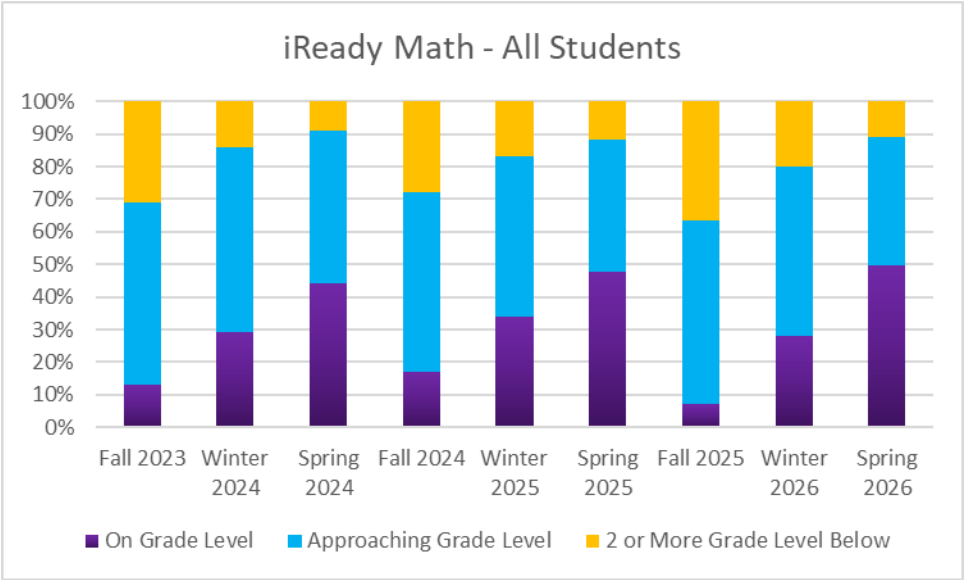
Murrayville-Woodson Elementary is one of 6 elementary student attendance centers in the Jacksonville School District. It is located approximately 10 miles south of Jacksonville and serves 145 students on the South side of Morgan County. The student population is 80% White, and 12.7% two or more races. The 2025 School Report Card indicates a 58% Low Income Rate. 27% of students have been identified with a disability which is slightly higher than the district. Chronic Absenteeism is up from the previous year to 16.5%

Our first comprehensive needs assessment was conducted in May 2017. Parents returned 63 surveys. Teachers completed twelve surveys. Each year an updated needs survey is completed. The staff spent numerous hours looking at the academic and behavioral data generated in the past years to help paint a picture of our progress as well as areas for improvement. Each year additional surveys are completed by parents and staff.

This is the third year that all students have taken the iReady benchmark testing. This is taken in early September, January and May. The students have worked on the "My Path" platform offered by iReady to backfill skills that they needed more practice to gain competency in an area of need.



Reading – The group analyzed the scores received from the iReady test and compared them to the previous year. There was not as much growth as we have seen in previous years. While this is disappointing, the team will continue to look at why this happened this year. This testing session showed a need to focus on vocabulary and informational text.



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

In looking at the 2025-26 parent survey results, 100% of families feel welcome at our school And felt their child was prepared for the next grade level. 83.9% stated that the work their child was doing was challenging. Families overwhelmingly reported that the teachers were available if a student needed help. 98.8% of students reported feeling safe at school. Families continue to appreciate receiving information by text message, newsletters, and phone. Text messages are preferred by 90.5% of the respondents.

Suggestions for improvement from the parents included adding additional ways for parents to be involved at school, including more activities that help with acceptance and understanding, and teaching all students to be kind to each other.

RESULTS OF COMPREHENSIVE NEEDS ASSESSMENT

Area for Improvement	Data Source	Potential Plan
Improve Reading Skills Current % at grade level: 55 Goal: 65	Evaluation of test scores (iReady, IAR) in the past 4 years.	• Target the grades with the highest percentage of students not reading at grade level (as determined by iReady and Literably) • Monitor the fidelity of the interventions provided during title time to ensure consistent monitoring of student learning. • Continue Goal Setting techniques that are more meaningful to the students. • Professional Development –MagLit training provided by district
Improve Math Skills Current % at grade level: 50 Goal: 55	Evaluation of test scores (iReady, IAR) in the past 4 years.	• Focus on math during advancement time. • Monitor the fidelity of the interventions provided during advancement time to ensure consistent monitoring of student learning. • Utilize support staff in math interventions • Continue Crazy 8's recreational Math club 1-5 • Professional Development - Envision training provided by the district
Improve MTSS system	Evaluation of test scores (iReady, IAR) in the past 4 years. Teacher Survey	• MTSS representative present the new paperwork for monitoring and Tier II/Tier III expectations. • Continue to explore ways to present data visually. • Schedule additional time in the master schedule to add consistent Tier II/ Tier III time for students
Improve Interpersonal skills in the school community	Behavior data from 2025-2026	• Present a new "Be WILD" matrix for classroom expectations presented within the first week of school. • Tie expectations to the morning meeting time in the gym • W.I.L.D. expectations will be highlighted on a rotating basis as goals are achieved by the students. • Develop a schedule for the Dean to help teach Tier I whole group lessons based on areas of need shown in the behavior data. One lesson per semester in each classroom. If one per quarter can be managed that would be best. • Professional Development: Wildcat Clowder will present the new plan to the staff in August.

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

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

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

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

In 2019 there was a 53 point achievement gap between students with IEPs and students without IEPs in reading and a 39 point gap in math. In 2024 the achievement gap in reading has decreased to a 45 point gap and closed to a 26 point gap in math. The current information has been redacted on the school report card. By taking advantage of all the accommodations on a student's IEP as well as increased collaboration between regular education and special education teachers, the Murrayville Woodson staff will be studying teaching techniques, subject areas, disability individualization, accommodations and skills for collaboration in the classroom.

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

Our school receives supports from both inside and outside of the school. The classroom teachers at Murrayville-Woodson Elementary School provide many lessons to their classes that relate to the students' social-emotional well-being. Our students in grades 4-5 participate health classes which include lessons on being a healthy individual both inside and out. Murrayville-Woodson also has a school nurse who is ready and available to provide students and families with care and instruction for their on-site health needs. We have mental health trained first responders inside Murrayville-Woodson Elementary School. Our school is also equipped with a school psychologist and school social worker as well as a dean of students. We have several staff members who have been trained by the Crisis Prevention Institute in nonviolent crisis intervention. Morgan County Mental Health (MCMH) is available as needed at Murrayville-Woodson Elementary School in the event of a student crisis. MCMH services are extended when necessary depending on student/family need. We work with Four Rivers Special Education Cooperative to provide our students with Individualized Education Plans with services including, occupational therapy, physical therapy, speech therapy, vision and hearing itinerants and other services as dictated by the IEP with no limit to alternative school settings. The staff at Murrayville-Woodson Elementary School has been trained in *The Leader in Me* program which further promotes positive character-building traits within the school for staff and students. Beginning in the 2022-23 school year, we implemented the Second Step curriculum with the expanded social work services. As we have had more students return to the building after the pandemic, we have also noted a change in social emotional skills that students are coming to school having practiced. Teachers are very intentionally having to teach skills that we have taken for granted in the past – eating with others, taking turns, and potty training are areas that the staff is working with students on much longer than in the past. During the 2024-26 school years the team made an effort to address soft skills that seemed to be difficult for students. The Random Acts of Kindness program was used to help explicitly teach those skills.

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

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

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

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

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

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

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

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

In looking forward to the 2026-2027 school year. The staff has identified the following areas for professional development: Training on the updates in the new reading series, Envision training, and additional training in the new Tier I SEL program developed by the staff.

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

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

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

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

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

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

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

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

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

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

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

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

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

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
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(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

Appendix A

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	North Jacksonville Elementary		
RCDT:	01069117022008		
Principal:	Bobbie Mills		
Address:	1626 State Hwy. 78		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-4084		
Email address:	bmills@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2026		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
Erica Helmich	Teacher
Grace Jackson	Teacher
Rebecca Bourn	Teacher
Carrie Decker	Teacher
Amy Pieper	Teacher
Rebecca Leahr	Teacher
Emily Schwalb	Teacher
Abby Parks	Teacher
Amanda Alred	Teacher
Sharon Donovan- Besterfeld	Teacher
Rex Williams	Teacher
Tracy Thrasher	Dean of Students

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

Coordination and Integration of Federal, State, and local service programs

The Title services offered in the district are supplemental to any other instructional programs that are offered. These other programs are defined below in Board policy.

Education of Homeless Children

1. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education.
2. A “homeless child” is defined as provided in the McKinney Homeless Assistance Act and State law.
3. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy’s implementation.
4. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school’s attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

5. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law.
6. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.

7. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial.
8. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

Education of Migrant Students
The Superintendent will develop and implement a program to address the needs of migrant children in the District.
This program will include a means to:
1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.
Migrant Education Program for Parent(s)/Guardian(s) Involvement
Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program. Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migrant Students

The Illinois Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the State. This Service Delivery Plan, which was developed collaboratively by a broad-based Service Delivery Plan (SDP) Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

Legislative mandate

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);

Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

Specifies measurable program goals and outcomes;

Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;

Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and

Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires Illinois and other States to develop their comprehensive State Service Delivery Plan (SDP) in consultation with the State migrant education parent advisory council or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.
There are a number of components that are required by statute to be included in a State comprehensive SDP. These are:
1. *Performance Targets*. The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)

2. *Needs Assessment*. The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)

3. *Measurable Program Outcomes*. The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.

4. *Service Delivery*. The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

5. *Evaluation*. The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

As a result of shifting demographics of the Illinois migrant student population, the length of time that has occurred since the previous CNA was conducted and the SDP was developed, and changes to guidance and best practices, Illinois updated its CNA in March 2010 and subsequently has updated the SDP with the information that is contained in this report.

Migrant Students within Jacksonville School District 117 (Board Policy)

The Superintendent will develop and implement a program to address the needs of migrant children in the

District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement
Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.
Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: No Child Left Behind Act of 2001, § 1301 etg., 20 U.S.C. §6391
34 C.F.R. §200.40 - 200.45.
105 ILCS 5/14B-6.
CROSS REF.: 6:170 (Title I Programs)

Jacksonville School District 117 realizes that this policy is mandatory for districts that receive Title I funds. The No Child Left Behind Act of 2001 amended the Elementary and Secondary Education Act and imposed additional requirements on state agencies that disperse funds for many Title I programs. Although most of the requirements are directed to state agencies, Jacksonville School District realizes that Title I funds should be utilized to design a program of instruction that would serve migrant children.

Title I Programs
The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.
All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

State and Local Educational Agencies that coordinate with the Schoolwide Program
District 117 utilizes the Family Network that Links Social Agencies together for the greatest success. A list of those agencies is listed on the preceding page and is utilized by staff members in District 117 to help all students and families find what they need to be successful.

Conduct a comprehensive needs assessment of the entire school:

Teacher Needs Assessment

All certified staff were sent a Google form survey to their email and asked to respond to each of the areas below with the positives and improvements needed anonymously. Below are various responses that were given:

1. Arrival- I like seeing kids get involved in leading different aspects of Morning Meeting... build those leadership skills early!.
2. Breakfast- I like that breakfast is available for everyone. I think it would be beneficial to have a short training for the cafeteria staff related to procedures and behavior.
3. Lunch- I like that they get to socialize with others. Give out stickers on the spot and verbal praise.
4. Master Schedule- I love having my specials back-to-back. It makes for a good long break for the kids in between our ELA and Math blocks. I also like how specialists are available to enrich students who don't need tier 2..
5. Dismissal- I think dismissal runs very smoothly. It is a quick process and everyone seems to know what they need to do!
6. Reading Programs- I have enjoyed the magnetic reading curriculum a lot this year... However, I have found I am constantly pulling phonemic awareness resources and strategies to try to support students in their writing and reading. I also wish there was a more tactile component- I work to build this in but there isn't a lot of hands on things.
7. Math Programs- Lots of word problems and spiral review. Multiplication and division fact memorization is still a struggle. Envision does not provide a lot of practice for each lesson and I am sprinkling in other resources.
8. Family Nights-I love how we do our family nights. I have no critiques. I love seeing the families come in and spend time with their kids, and it's more exciting centers.
9. Music Program- Loved having it at JMS. Can we have the kids in a classroom or the gym while they wait instead? It was loud having the kids on the other side of the wall.
10. Behavior Expectations- YAY days and expectations are fair + clear. I love that this is a school-wide event that kids can look forward to. I think we do a great job of making our expectations known. I like that administration is there to back us up when it comes to holding students accountable.
11. Behavior Rewards- I think the wheel of fun is a great idea for testing– maybe do it during the fall and winter testing also. Kids love the Yay Days and Tribe tickets
12. Professional Development- ADHD, Autism, and ODD.
13. Title I Plan- Easier ways to get books in hands throughout the week other than library.
14. Behavior Plans- I like the YAY days we've done and the kids always seem excited about them. I also appreciate that it is not an additional role/responsibility added to the teachers' plates.
15. Motivational Reading Program- I like an incentive program to encourage reading. I think maybe more regular rewards would help?? Monthly?
16. Teacher Teams- I like this time and think it is beneficial for cooperation among all of us.
17. puter programs- I mostly use iReady, what else can we use?
18. Communication- I like the weekly email on Fridays and a monthly calendar for longterm
19. StPST/ MTSS Meetings- Remember to use positive talk, maybe a form available to prepare beforehand
20. Comaff Meetings- I love that we start with positives + shout outs. The staff meetings are very to the point, and feel like everyone can share their thoughts/feedback. I never feel that a staff meeting here is a waist of time. I truly do not mind attending staff meetings here at North.

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. 52 surveys were returned. Below are the percentile totals of that survey.

1. My family feels welcome at North Elementary School.
   90.4% marked strongly agree /agree, 7.7% neutral, and 1.9% disagree/ strongly disagree.
2. At the end of the school year, I feel that my child is prepared for the next grade level.
   86.5% marked strongly agree/ agree, 5.8% neutral, and 7.7% disagree.
3. The work at my child's school is challenging.
   61.5% marked strongly agree/ agree, 30.8% neutral, and 7.7% disagree/ strongly disagree.
4. The report cards and standardized testing results are easy to understand.
   88.5% marked strongly agree/ agree, and 11.5% neutral.
5. The teachers are available if my child needs help.
   90.4% marked strongly agree/agree, 5.8% neutral, and 3.8% disagree.
6. My child is excited about coming to school.
   69.2% marked strongly agree/ agree, 25% neutral, and 5.8% disagree.
7. My child feels safe at school.
   92.3% marked strongly agree/ agree, 5.8% neutral, and 1.9% disagree.
8. My child has gained social skills with social emotional learning at school.
   84.7% marked strongly agree/ agree, 9.6% neutral, and 5.7% disagree.
9. My child has access to support services if needed.
   90.4% marked strongly agree/agree,and 9.6% neutral.
10. My child has access to technology.
    98.1% marked strongly agree/ agree, and 1.9% neutral.

Parents prefer text messages, phone calls, and dojo messages in the form of communication about upcoming events. Positives about North School included: Everyone wants to see the children succeed and they all care! Everyone has been very understanding and patient with the girls situation. Couldn't ask for better. Teachers are great! The staff is amazing! Teachers are helpful and keep you informed about my child. Suggestions for improvement included: Not a fan of common core math. All of my children struggle with it until they no longer have to use it. I wish that all report cards read the same. All schools- improved lunch menus.

4. Describe schoolwide reform strategies in narrative form to include the following:

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

In order to provide opportunities for all subgroups of students to meet the challenging State academic standards, it is necessary to analyze the testing data of the students in each subgroup. This information can then be used to diagnose specific needs and provide prescriptive programming.

Subgroup- Low Income

North Elementary does not receive academic data from IAR testing on the low-income subgroup due to the fact that

each student is reported as low-income since the school-wide Community Eligibility Option (CEO) program is in place. Consequently, it is difficult to analyze this subgroup. These unidentified students would still receive the appropriate academic support, as all students who are not meeting expectations.

Subgroup- Two or more ethnicities

There are not enough students in this subgroup to provide adequate data, so the results were inconclusive. North Elementary implements many programs and instructional strategies that support the students in this subgroup. Programs include Family Night, Kiwanis volunteers, and the Summer Reading Book program.

Subgroup- Black students

There are not enough students in this subgroup to provide adequate data, so the results were inconclusive. Along with the programs that are already instituted to increase academic progress for all students, North Elementary added additional literacy materials featuring characters of diverse ethnicities throughout our curriculum.

Subgroup- White students

The scores are from the 2025 IAR assessment and include IEP students from our cross-categorical classrooms. In the Summary of Grades 3-5 for the ELA assessment, 46% of white students were above proficient/ proficent, 36% were approaching proficient, and 18% were below proficient. On the Math assessment, 38% of white students were above proficent/ proficient, 30% were approaching proficient, and 32% were below proficient. This subgroup is supported by the many academic programs that are instituted at North Elementary School, such as the summer reading program, Kiwanis volunteers, RtI process, Title I groups, and dedicated Tier 2 and Tier 3 time scheduled within the master schedule.

Subgroup- Female Students

The scores are from the 2025 IAR assessment and include IEP students from our cross-categorical classrooms. In the Summary of Grades 3-5 for the ELA assessment, 34% of female students were above proficient/ proficient, 47% were approaching proficient, and 19% were below proficient. On the Math assessment, 28% of female students were above proficient/proficient, 36% approaching proficient, and 36% below proficient.

Looking at the achievement gap between male students and female students, male students are outperforming female students. On the ELA assessment, 34% of females were above proficient/ proficient, and males were at 45%. On the Math assessment, 28% of females were above proficient/ proficient, and males were at 45%. Female students are supported by the many academic programs that are instituted at North Elementary School, such as the summer reading program, Kiwanis volunteers, RtI process, Title I groups, and dedicated Tier 2 and Tier 3 time scheduled within the master schedule.

Schoolwide Assessment

To determine the appropriate methods and instructional strategies needed to strengthen the academic programming, a variety of assessments must first be utilized to analyze student strengths and needs. North Elementary School utilizes a variety of student academic assessments, such as iReady. This assessment can be described as a screening, diagnostic, and classroom-based instructional assessment. The primary assessment that is used is the iReady diagnostic for grades

K-5, covering reading and math in addition to the IAR assessment. All students take this computer-based adaptive assessment three times during the academic school year. During the first three weeks of school, this assessment is administered for the manifold purpose of screening to identify those individuals in need of additional academic instruction and intervention, diagnosing strengths and weaknesses in core subject topics, and determining what revisions are needed to school programs that were in place during the previous academic year. Subgroups (as defined by section 1111(c)(2)) are specifically reviewed at this time. The iReady assessment provides detailed data on an individual student's reading and math knowledge base. This data is delivered in the form of an overall percentile score that is nationally norm-referenced. Upon receiving their students' scores, teachers can analyze which standards in reading and math the students have mastered and which represent areas of need for additional instruction and intervention. Teachers can see both typical and stretch growth goals for each student. This helps students and teachers make goals and target instruction for each student individually.

Spring 2025 iReady assessment provides each student with the distribution of progress throughout the year and provides the percentage of students who met their typical growth in order to show they are mastering standards. The iReady data does include IEP students from our cross-categorical classrooms. In Reading, 72% of Kindergarteners met their growth goal, 40% of Grade 1, 85% of Grade 2, 61% of Grade 3, 60% of Grade 4, and 41% of Grade 5 met their annual typical growth goals. In Math, 72% of Kindergarteners met their growth goal, 40% of Grade 1, 85% of Grade 2, 74% of Grade 3, 46% of Grade 4, and 38% of Grade 5 students met their annual typical growth goals. In summary, 59% of all North students in K-5 met their ELA growth goals, and 59% of all North students in K-5 met their Math growth goals.

Teacher Teams have weekly meetings for prescriptive use of the learning continuum provided by iReady to group students based on skill sets that they need to improve. Students are benchmarked 3 times a year, and progress monitoring is conducted every two weeks to assess growth. A student invention plan is created using SMART goals. The document is modified when needed to provide prescriptive planning information on all students to track progress through the process.

Throughout the academic year, teachers keep track of student reading progress in the form of running records through an online program called Literably. This information allows teachers to assess the student's reading level, fluency, and comprehension and gauge student growth toward grade-level benchmarks and adapt their instruction accordingly.

North School continues to grow in its use of data to guide instruction. Continuous improvement is fostered through ongoing professional development opportunities at the building and district level to enhance knowledge and application of the process.

Educational Assistance

Educational Assistance is provided to students at North Elementary School through several programs offered during the instructional day. The process used to identify students in need of educational assistance begins with an analysis of data that is collected through the beginning of the year iReady reading and math assessments and Literably scores.

Title I interventions are offered to students in groups of 2-4 students according to their needs. The primary programs offered as interventions during these 25-minute lessons include foundational skills, decodable phonics, guided reading, comprehension focus groups, and standards instruction. Students may be involved in a focus group intervention and a guided reading group all on the same day. Students are initially selected for participation in these groups based on the iReady and Literably scores, but could be offered at any point during the year based on the consideration of teacher

recommendations.

Educational Assistance is also provided to students at North Elementary School through the RTI district-wide program and MTSS Process (Multi-Tiered System of Support). The team meets to determine a student's needs, possible interventions, and root causes before setting goals for student success. The team meets every 6 weeks to help establish pathways for student success.

North Elementary School is the fortunate recipient of volunteer services through Kiwanis, the school's business partner. These volunteers provide tutoring during the school day to individuals or small groups of students in the core subject areas. The content of the tutoring sessions is intended to provide an additional opportunity for students to practice and receive feedback on concepts currently being taught in their core classes. Additionally, Kiwanis members also mentor at-risk students and mentor students who have social-emotional needs.

Programs and Educational Services

North Elementary School uses the iReady diagnostic screener to begin to identify students in need of Title I services. Students who fall below the percentile norm for their grade level are listed as possible candidates for services. Additional screenings are also conducted using Literably. Once students are identified through this process, we determine how to best meet their needs. Students are placed into 2 distinct groups, those that are most at-risk, those that are below the 20%ile, and those that are from 21-49%ile on the national norm-referenced scale. For students in K-2, we offer two types of intensive interventions for students: decodable phonics and focus groups with targeted skill instruction. For students in 3-5 grades, we offer guided reading, standards instruction, and comprehension focus groups to drive instruction. Our students who are below the 20%ile receive explicit intervention instruction for 25 minutes a day (with the interventionist) and focus groups for 25 minutes a day outside of the 90-minute core reading block.

Students who are in the 21-49%ile receive tier 2 focus groups daily for 25 minutes in addition to the Tier 1 classroom teacher's reading instruction. This process allows us to serve more students utilizing a targeted focus for greater growth acceleration. Progress monitoring is conducted every two weeks. After each screening or assessment, data is analyzed to see how students are progressing and if there are students who are no longer in need of services or if there are students who need to be added for services. Parents are kept up to date about the data on their students and what services the child is eligible to receive. Parents sign the parent compact and receive the parent involvement policy to explain how they too are part of their child's success with the process.

All of our North Staff members continue to be trained in the best practices of reading instruction through building staff development, district training, and professional workshops and conferences attended each year. We will continue to explore new research-based methodologies to continue to improve our skills and processes to do our very best for the students we serve.

As an annual process, the North Elementary administration and teachers analyze student assessment data to strategically and prescriptively adjust and develop supportive programming for the upcoming school year. Per the North School Improvement Plan on a Page for 2026-2027, "through the greater use of data analysis, planning, and collaboration, coaching, and the use of differentiation methods of instruction, 63% of all students in each grade level will meet their annual typical growth goal by May 2027 as measured by the iReady assessment". While this growth is significant, North Elementary is continuing to keep the academic growth bar high by expecting 63% of all students in each grade level to

reach their individualized goals.

The administration and teachers extensively reviewed and analyzed data from the iReady assessment this past school year to obtain a clear understanding of the strengths and needs of their students to develop and modify the school action plan to enrich and accelerate the curriculum and include research-based programs and initiatives. Staff shares individual programs that were bringing success with their students, and now those programs will be used school-wide. Some current programming has been expanded and/or given more specific targets.

Analysis of student ELA scores showed a need for a consistent curriculum between Kindergarten through 5th grade. The implementation of Magnetic Reading as the district-wide curriculum started this past school year. As a staff, we gave consistent delivery of this curriculum with standards-based instruction driving the instruction.

The teaching staff will continue with prescriptive planning for reading instruction with the Title teacher for intensive focus on targeted students. Explicit phonics instruction and the use of decodable reading strategies will be used in K-2 grade levels. North Elementary students will be inspired by incentives for applying corrections and becoming experts in an area with dog tags, leaderboards, locker tags, and classroom recognition. iReady and Literably will be used for Tier 2 and Tier 3 students to progress monitor student growth. Teacher Teams, including specialists, will have weekly meetings to review progress and plan for the next steps.

As a North School staff, we also analyze our behavior data to best understand and serve our students. During the 2025-2026 school year, North had 193 referrals that included; 20.7% major and 79.3% minor. Of those referrals they have been broken down into specific areas: 41.4% classroom, 21.7% bus, 9.1% cafeteria, 9.1% gym, 7.1% playground, 6.6% restroom, 4.5% hallway, 3.5% media center, and 2% other.

Our staff will continue to focus on providing students with daily social-emotional learning opportunities through the Second Step curriculum. In addition, students will learn and practice character traits that align with a monthly theme. Throughout the year, students have opportunities to earn incentives for demonstrating positive behavior and meeting school expectations. These celebrations, known as **Yay! Days take** place at the end of each month. At the beginning of each month, a behavior goal is established, and students work toward achieving that goal through positive choices and responsible behavior. When the goal is met, students earn the opportunity to participate in the monthly Yay! Day celebration. There are also weekly incentives for students showing that they are being respectful, responsible, and safe around the building with tribe tickets that can be earned. Each Friday, the tribe tickets are called out for a prize.

Below, please find our Plan on a Page for our SIP plan, which 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 2026- 2027

Topics	Goals *(Are the Goals SMART: Specific, Measurable, Attainable, Realistic, and Time-bound?)*	Action Plans *(What specific activities will we undertake to make this happen?)*
Improvement of Teaching and Learning	Through the greater use of data analysis, planning, collaboration, coaching, and differentiated instruction methods, 63% of all students in each grade level will meet their annual typical growth goal by May 2027, as measured by the iReady assessment in Reading and Math. With the use of Social- Emotional Learning strategies, character trait modeling, and positive behavior supports, students will consistently achieve behavior objectives at 80% by May 2027.	● Problem-solving meetings with parents to develop whole-child plans every 6-8 weeks ● The Teacher Team meets weekly to focus on Tier 1 standards and Tier 2 student needs ● Progress monitoring for Tier 2 students monthly and Tier 3 students bi-weekly ● Explicit phonics/ decodable reading strategies for all K-2 students ● Incentives for mastering standards and becoming an expert in an area with brag tags, leader boards, reading recognition, locker tags, and classroom recognition ● Subitizing in K-1 to increase number concepts ● Use of iReady MyPath ● Dedicated Tier 2 time to reteach priority standards ● Dedicated Tier 3 time for interventions/ Remediation ● Breakout Edu or STEM Activities monthly to increase problem-solving skills ● Summer Reading Program to increase and motivate families to continue to read during the summer break ● Provide enrichment groups to students above proficiency on iReady/ IAR assessments

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

- North Elementary provides a school-based social-emotional program through our social worker. The social worker also specializes in instructional support services, mentoring services, and other strategies to improve students' needs outside the academic subject areas.

- Second Steps: This universal tiered program helps promote the social-emotional development, safety, and well-being of children who are taught in the classrooms daily.

- Kiwanis Tutors and Mentors: The Kiwanis Club has maintained a wonderful partnership with North School. They volunteer their time to tutor students in all academic areas, as well as simply being a mentor for students to talk to and relate to.

- Transition 5th Grade to JMS: Fifth-grade students visit the middle school to facilitate a positive transition. Students are given time to ask questions and coordinate services with the assistance of the staff and teachers. JMS counselors also visit North and talk to students to assist with class selection, IEP goals, and class placements.

- SAIG Groups/Lunch Bunch (Social Academic Intervention Group): The Dean of Students plans bi-weekly skill-building sessions to improve student social skills, problem-solving skills, and academic behavior skills.

- Check-In/ Check-Out: Students meet with an adult in the building for a brief review of expectations in and out of the classroom. They are given time to reflect and make a positive action plan for their day.

- MTSS Process (Multi-Tiered System of Support): This team meets every 6 weeks to set and review goals to improve overall student outcomes.

- Dean of Students: The Dean provides problem-solving services to students and their families, as well as coordinates all behavior/ discipline procedures through the building-wide behavior program.

- School Social Work Services: The SSW consults with personnel regarding students, works on behavioral interventions with students based on goals in their IEP plans, and facilitates school crisis responses.

- CPI (Crisis Prevention Intervention): Staff are offered the opportunity to train in the CPI process. This program teaches adults how to de-escalate problem behaviors or violent students in a non-threatening way.

- Ukeru: Staff are offered the opportunity to train in the Ukeru system which provides a trauma-informed,

hands-off approach to crisis management.

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

North Elementary provides many activities to prepare our students for postsecondary lives. The programs provide the students with experiences to prepare for college or workforce readiness.

- Each year Jacksonville Middle School has an open house to allow for 5th grade parents and students to ask questions about their child's upcoming transition to middle school.

- Yearly field trips are designed to expose students to real-world experiences outside the traditional academic environment.

- North School is fortunate to have Kiwanis members provide tutoring and mentoring services. These individuals inspire students to set goals to further their education and provide students with the extra help they need to succeed in the classroom.

- 4th grade students receive the Ag-Cited program that is provided by the Morgan County Farm Bureau. This program sends guest speakers to present agriculture information, which is a prevalent industry in our community.

- Our science curriculum is supported by Mystery Science and National Geographics. These activities allow students to experience, explore, and discover new concepts.

- Guest Speakers are invited into classrooms to inform students of the different job opportunities available to them in their local community.

- The 5th grade student council provides mentoring to younger students in the building. This allows them to prepare to become future leaders.

- Students have opportunities to participate in public speaking exercises during our Veterans Day assemby. These opportunities will allow them to feel more comfortable in situations such as interviews, presentations, and any other situation in which other oral communication is warranted.

- STEAM Lab at North Elementary School provides students with hands-on opportunities in Science, Technology, Engineering, Art, and Math. We also incorporate challenges throughout the year to broaden students' knowledge of STEAM.

By providing our students with a variety of opportunities our North School community will be prepared to excel

in their future college and career endeavors.

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

North Elementary School provides many activities and intervention services that are designed to prevent and address problematic behaviors that can interfere with a successful classroom learning environment.

- PBIS- Positive Behavior, Intervention, and Supports is a multi-tiered, team-based, systematic approach used to teach and reinforce behavioral expectations to students. The intent is to define and teach school-wide behavioral expectations, providing high-frequency, intermittent, and long-term acknowledgments for students who demonstrate these expectations. A team is also in place that conducts and evaluates the success of the interventions that are put in place to support students who have not responded positively to the universal system. Team meetings are intended to design systems of interventions and identify areas of strength and need in the school-wide system to support the practice of consistent, proactive, and objective decision-making.

- MTSS- Multi-Tiered System of Support is a team of teachers and support staff that identify students in need of additional academic or behavioral support. The team consists of the principal, teacher, special education teacher, social worker, Title 1 teacher, and any other person who might be crucial to the process. The team meets to determine a student's needs, possible intervention, and root causes to set goals for student success. The team meets every 6 weeks to help establish pathways for student success, review data, and monitor progress toward individualized goals.

- SAIG- A Social Academic Instructional Group that can be provided to students who need guidance from a mentor in areas of social-emotional instability.

- Check-In/ Check-out- This program pairs students in need with positive staff members who can meet briefly throughout the day to remind and motivate students to make choices that will help them be successful throughout their day.

- Second Steps: This universal tiered program helps promote the social-emotional development, safety, and well-being of children who are taught in the classrooms daily.

- Crossroads Learning Center- This is an off-campus program offered to students who need alternative placement for in-school suspension or suspensions lasting longer than 3 days. Staff members from CLC are also available on a consulting basis to help intervene when problematic student behavior arises.

- Dean of Students- This additional administrator is assigned to North School to assist the administration with managing and enforcing expectations for student behavior.

- Mentoring/Tutoring- These are special volunteers who are paired with students who need a positive influence and role model to help inspire and motivate them to be prepared for school and be an active participant in their learning and life.

- Apptegy- This online system connects teachers, students, and parents to help create a positive classroom culture. Teachers and students can track both positive and negative behaviors throughout the day, and parents can instantly access this information and communicate with their child's teachers.

- Parent Contact/Conferences- Parental contact happens daily between teachers and parents to facilitate open communication about behavior that occurs in the classroom. Face-to-face conferences occur twice a year, once in the fall and once in the spring but may be requested by parents or teachers more frequently if necessary.

- Research-based interventions- Teachers use many different techniques and procedures that give students skills for positive change in students' performance that put students in charge of his or her learning.

- Brief Functional Behavioral Analysis- is a proactive plan that assesses the relationship between the inappropriate behavior and the purpose or reason that the behavior occurs. Interventions implemented result in significant changes in student behavior. Behavioral intervention plans typically follow so more appropriate replacement behaviors can be established, eliminating negative behaviors.

- Behavior Contracts- Students, staff, and teachers enter into "contracts" with students that spell out expectations of students and teachers in carrying out an intervention plan.

- Progress monitoring- Progress monitoring is used to assess students' academic and behavioral performance while quantifying the students' rate of improvement and evaluating the effectiveness of instruction for the student. Data tracking is used to create goals for student success.

- Student of the Month- This award is given monthly to students who demonstrate positive academic and social behaviors.

- Red and White Award- A quarterly award given to students who have no office referrals and display a positive attitude toward learning.

- Tribe Award- An end-of-the-year award given to students who have no office referrals and display a positive attitude toward learning all year.

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

A variety of professional development opportunities are available to administrators, teachers, and staff.

Jacksonville School District 117 provides professional development for all staff throughout the school year. The Regional Office of Education # 1 also provides a variety of professional development for administration, teachers and staff. Professional development in the area of special education for all staff is offered by Four Rivers Special Education District and the local branch of the Council for Exceptional Children.

District Training

- Teacher Institute days- The beginning of the year institute days are used to learn new district initiatives and to allow teachers to collaborate across grade levels.

- Curriculum training- The district provides professional development to introduce and support new curriculum initiatives in the schools. Professional development is planned for summer and ongoing coaching opportunities are being provided to ensure proper implementation of the curriculum.

- School Improvement Days- School Improvement days are provided monthly for training of all employees. The training may include curriculum training for staff, data analysis of student assessments, and goal setting to allow for differentiated instruction.

Building Level Training

- Mentoring- New teachers in the district are paired with a mentor, who helps assist with building and district expectations. Mentors are to meet with their new teacher monthly as well as do periodic observations.

- Teacher Teams- Grade-level teachers meet weekly to guide standards-based learning and coordinate Tier 1 planning and Tier 2 interventions for students that need reteaching.

- Book Study- Each year the staff picks a focus area/ need in the building to study and discuss.

Four Rivers Special Education District/ Council for Exceptional Children-

- Four Rivers Special Education District and CEC- These organizations provide a variety of professional development for administrators, classroom teachers and other support staff in the area of special education during the school year.

Recruitment of Effective Teachers (emphasis on high need subjects)

- Illinois College - The principal also works closely with the local college by accepting students for field study and student teaching.

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

- Child Find- Children between the ages of 2 ½ to 5 years of age are screened in order to identify those children who may require further evaluation for developmental delays. These screenings are offered

periodically throughout the school year or at parent request.

- District/ School Website- The website provides the school's activities that kindergarten students may participate in.

- Parent Academy- The Early Years Pre-K program provides Parent Academies to support parents with their students' social emotional and academic progress as they transition to the elementary school program.

- Kindergarten Preview Night- Incoming Kindergarten students and their parents are invited to attend Kindergarten Preview Night and registration to begin the transition to school.

- Meet the Teacher Night – Before school starts in the fall, new kindergarten students and their parents may attend the Meet the Teacher Night to support a smooth transition from Pre-K to Kindergarten.

- Pre-K and Kindergarten Teacher Observation- Pre-K teachers and Kindergarten teachers are given the opportunity to observe each other's classroom. This helps with aligning readiness activities for the incoming students as well as observation of the incoming students.

- Data Sharing- The Pre-K program shares current academic and behavioral data on incoming students with the Kindergarten teacher allowing for appropriate curriculum planning for all students.

- Early Childhood Transition IEP Meetings- The Principal, Kindergarten teacher and appropriate specialists attend the transition IEP meeting of early childhood students who will be attending Kindergarten in the fall. This provides the school with the appropriate information to prepare for the incoming student and support her/ his success in the new program.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

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

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

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

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

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	South Elementary School		
RCDT:	01-069-1170-22-2007		
Principal:	Dan Scott incoming		
Address:	1700 S. West St.		
City, ZIP code:	Jacksonville, IL 62650		
Telephone:	217-245-5514		
Email address:	dscott2@jsd117.org		
Planning Year:	**Poverty Rate at Board Approval:**	**40% Waiver: Y/N**	**Local Board of Ed. approval date:**
2026-2027		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
Dan Scott	Principal
Amanda Braley	Dean of Students
Chris Schumacher	Title 1 Reading Teacher
Audra Nelson	Primary Teacher
Rebecca Heaton	Intermediate Teacher

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

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

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

Needs Assessments:

- South School Family Survey (May 2026)
- Teacher Feedback 2025-2026 (May 2026)

- 5Essentials Survey

Needs Assessments

South Teacher Feedback 2025-2026 Survey (responses linked)

5Essentials Survey report URL:

- 5Essentials Report- 2026

The South Parent Teacher Organization (PTO) held monthly meetings throughout the 2025-2026 school year.

Academic Data

Data shared in Title 1 Crate: see South ELA Benchmarking Data 25-26 and South Math Benchmarking Data 25-26

Enrollment Information

305 students
Low-income: 58.4 percent
Demographics

- 76.7 percent white
- 7.9 percent two or more
- 5.6 percent Hispanic
- 8.9 percent black

With IEPS: 19 percent

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Pacific Islander (%)	Two or More Races (%)
2025	76.7	8.9	5.6	1.2	0	0	7.9
2024	80.3	4.5	4.2	1.1	0	0	10.7
2023	80.3	4.2	4.9	0	0	0	10
2022	84.2	5	4	1	0	0	6
2021	85.2	4.5	0	0	0	0	6.2
2020	81.3	4.3	4.6	1.8	0	0	8
2019	80.9	4.1	5.1	1.6	0.3	0	8
2018	84.5	4.6	2.7	0.9	0	0	7.3

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

2026-2027:

Meaningful Use of Data:
Reading: Using three data points (BOY, MOY, EOY): iReady percentiles will be tracked and triangulated with Literably scores and progress in/toward grade-level Priority Learning Standards (PLSs).

Math: Using three data points (BOY, MOY, EOY): iReady percentiles will be tracked along with progress in/toward grade-level PLSs.

Data for each content area– ELA and Math– will be collected on grade-level PLSs tracking sheets for each class. iReady percentiles will be used in reference to individual student progress in/toward PLSs to determine student preparedness in grade-level standards. This data will be discussed during monthly SpEd and Title teacher team meetings, as well as in MTSS meetings to determine potential tier 2/3 supports for individual students, as needed.

Specialists will be used as math interventionists to help bolster school-wide math facts fluency, which is an identified area of weakness in the school through analysis of the data.

Collaboration:
Monthly Title Meeting and Monthly Special Services Meeting: Opportunity to discuss progress of both individual students and whole class support.

Peer Pop-Ins: Per Google Survey and Reflective Tool (categories: this is what I'm looking for, this is what I saw, this is how I may implement), teachers will have the opportunity to visit another classroom. The purpose of this exercise is to gain professional knowledge in order to be reflective of *one's own* practice.

Roundtables**:** Optional monthly gatherings centered around one topic (i.e., Science of Reading refresher, Edutainment/Prodigy)

Common Plan Time: Same grade-level teachers have the same planning period in order to collaborate on lesson planning in relation to Priority Learning Standards.

Professional Development:
Monthly roundtable focused on Hattie's research and effect sizes.

Monthly SIP days– building-led and district-led, depending on the month. During building-led days, school needs will be determined in order to discuss appropriate topics– using our EL staff to present on ELL programming for all staff, for example. SIP days will also be used to perform regular reviews of grade-level data– focusing on progress in the grade-level priority learning standards as teachers track them.

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

South Elementary provides a standards aligned curriculum to all students. The teachers utilize differentiation and a multi-tiered approach to classroom instruction. As a district, we have implemented an MTSS/RtI process carried out through our Decision Making Guidelines. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher. A master building schedule includes; 90 minutes of ELA, 60 minutes of Math, 30 minutes of Social Studies and Science, 30 minutes of RtI time, 15 minutes of SEL, 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, two Special Education Resource teachers, a shared ELL teacher, one full time Speech Pathologist, and a part time Social Worker for students. We also have a full-time dean of students and a shared school psychologist.

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

Each grade level has access to a classroom cart of Chromebooks, in addition to iPads and Promethean Boards. Grade levels are partnered to ensure technology instruction reaches all grade levels.

Teachers meet with the Title teacher on a bi-weekly basis to plan instruction and discuss student progress. Grade levels partner together in order to grouped students accordingly. There are also monthly meetings with the SpEd resource teachers.

Tracking all students in reference to district PLSs– all grade levels/teachers utilize this shared document for each student–allows us to easily identify students who are at risk of falling below grade level. Using this data in conjunction with iReady and Literably data gives us multiple data points to consider, ensuring that we do not base decisions one one point of data.

This year, we moved to a more inclusionary model for 3-5 resource students so that they have more opportunity to be exposed to grade-level priority learning standards– not being pulled out during this time. We plan to extend this model to the K-2 level for this upcoming school year.

Additionally, as a result of the review of academic data, specials teachers will be used to support students in developing fact fluency for math.

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

Our South School Social Worker sees students in small groups or one-on-one as depicted by special education/504 needs. There are also times of the year that we ask her to push in and do classroom lessons for the entire school. Additionally, she sees students referred through the MTSS process as she is able– she frequently hosts lunch groups for these students. Our school psychologist also supports the SSW in these lunch groups and makes herself available to see at-risk students when appropriate.

South Elementary is fortunate to collaborate with the Jacksonville Rotary Club as business partners. Each month we focus on a different aspect of character education including friendship, effort, positive attitude, sportsmanship, attendance, and respectful and responsible behavior. We have a monthly assembly to recognize students from each classroom. Our Rotarians volunteer their time to come into the classrooms to mentor individual and groups of students. They commit to visiting their groups at least one time per week.

Additionally, some of our staff has attended the Ron Clark Academy in Atlanta three years in a row, with us increasing the number of staff going this second year. In an attempt to address behavioral/climate needs, we are implementing and expanding the House System in our 4th and 5th grades– and will be extended into 3rd grade this upcoming year.

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

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

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

Over the course of the year, South Elementary educated students on behavioral expectations beginning with a specially targeted Procedures Day in August. Emphasizing the refrain of "Be respectful, be responsible, be safe," students were routinely reminded of behavioral expectations over the course of the school year. Our school mission statement—*We are South Elementary School, a community of learners committed to building a foundation of academic and social excellence*—was recited each school morning. Behavioral expectations, reminders, and positive shout-outs were also delivered via daily morning announcements. Four major quarterly rewards were offered to students on level. BLUE Tickets were handed to students "caught" being respectful, responsible, and/or safe, and quarterly drawings for prizes were conducted in the cafeteria.

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

The district's provision of a full-time Dean of Students greatly helps in addressing issues with behavior. The Dean spent time building relationships with the students and staff. As able, she observed in classrooms and provided feedback to teachers regarding student behavior during lessons. She also led an intervention group with students and served as the point person for the majority of students on behavior interventions.

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

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

Along with all the above activities and supports, South also participates in Early Childhood Transition IEP meetings and invites the middle school to IEP/504 meetings for our exiting fifth graders. Additionally, we will be entering our second year of implementing the House System started and espoused by the Ron Clark Academy in Atlanta, Georgia. We will be expanding this program from 5th grade to 4th grade, and we doubled the number of staff who attended the multi-day professional development opportunity this school year with pans to continue attending in the coming years.

BEHAVIOR REPORT

2025-2026

1058 Total Referrals

431 major referrals

694 minor referrals

2024-2025

466 Total Referrals

107 major referrals

359 minor referrals

2023-2024

413 Total Referrals

184 Major Referrals (109 1st semester, 75 2nd semester)

229 (99 1st semester, 130 2nd semester)

2022-2023:

347 Total Referrals

2021-2022:

293 Total Referrals

100 Major Referrals (Pink Tickets)

193 Minor Referrals (Yellow Tickets)

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

At the district level, professional development opportunities provided to teachers this past year were largely focused on prioritizing ELA and Math standards and the accompanying district-generated EOY assessments. Common end-of-year tests were also edited and proctored for the third year in a row. At South School, in addition to monthly Team Meetings, true to our school goals, South teachers participated in brain trauma training.

Biweekly meetings among reg ed and Title 1 / SpEd teachers were held to support targeted instruction for struggling readers as well as provide literacy support across the classroom. Teachers new to the district are offered two days of New Teacher training before teacher institute and provided a mentor.

The principal, 3rd, 4th, and 5th grade teachers all also attended professional development at the Ron Clark Academy in Atlanta, Georgia focused on high-quality instructional practices and how to create and maintain a climate and culture of high expectations for all students.

In addition to continuing these past practices, we leveraged building expertise for professional development opportunities for staff. For example, we had ELL staff present of ELL programming and our speech pathologist and social worker present on trauma-informed practices.

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

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

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

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

Additionally, we host incoming South pre-K student visits in the month of May. This differs from the kindergarten preview night, which students attend with their parents in the evening. During student visits, the pre-k students who will attend South for kindergarten come with Early Years staff members to visit a kindergarten classroom to gain some exposure to kindergarten routines. They participate in some activities alongside our current kindergarten students and get to tour the building.

For this year, we added transition meetings, so our two kindergarten teachers were able to go to Early Years to speak with those teachers about incoming kindergarten students to South.

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.
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(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.

Washington School Improvement Plan

School:	Washington Elementary School
Year:	2026-27
Date Completed:	June 12, 2026
Local Board Approval Date:	

School Improvement Planning Team	
Name, Title (Role)	**Name, Title (Role)**
Mary Camerer, Principal	Anna Chumley, 4th Grade Teacher
Martin Ambre, Dean of Students	Jacob Massey, Special Education Teacher
Marcia Mosley, Title I Teachers	Emily Welbourne, Title I Teacher
Sarah Bruce, EL Teacher	
Mallory Martin-Beddingfield, 1st Grade Teacher	

Criteria for Success of the Plan:

- Plan is written clearly and specifically so that it is actionable/measurable in nature
- Plan is focused, so that no more than 3 priorities are executed on for the school year
- Plan covers key components of running a successful school – Academic/SEL/Adult Culture strategy that will drive outcomes for your specific school
- Plan is written realistically accounting for the resources (i.e. people, time, and money) required to execute on it
- Plan meets the criteria/guidance designated for each section
- Those responsible for executing parts of the plan have seen it and are bought in prior to 8/1 submission

Cont-School-Imp-Model.pdf

Identifying Needs
After the root cause analysis, identify the needs to be addressed in the school improvement plan.
List the data sources (e.g., IAR, local assessments, attendance, 5Essentials, Illinois Quality Framework and Supporting Rubric) the team analyzed to identify the root cause.
IAR, iReady, 5Essentials, Behavior Data
Based on the root cause analysis, what priorities should be addressed in this school improvement plan?
Priority 1: Washington Elementary will improve Tier I instruction to raise student typical growth percentage as reported by the iReady Diagnostic results report for Math. Our buildings annual typical growth was 64% in 2025-26. Our students meeting typical growth in Math will increase from 64% to 80%.
Priority 2:Washington Elementary will improve Tier I instruction to raise student typical growth percentage as reported by the iReady Diagnostic results report for Reading. Our buildings annual typical growth was 61% in 2025-26. Our students meeting typical growth in Reading will increase from 61% to 80%.
Priority 3: Washington Elementary will improve Tier 1 behavior to increase the percentage of students meeting behavioral expectations as measured by the school-wide PBIS data, reducing office discipline referrals by 10% by the end of the 2026-27 school year. The total number of office referrals as of 2025-26 was 349. Reducing our number of referrals by 10% and using Tier 1 behavior strategies will improve instruction.

Implementation
SMART goals are student-centric, and the Key Activities are adult-centric. There should be one SMART goal for English language arts and mathematics. When determining Key Activities, refer to the data and the problem to address.
SMART GOAL #1
Washington Elementary will improve Tier I instruction to raise student typical growth percentage from 64% to 80% as reported by the iReady Diagnostic results report for Math.
What is the evidence-based practice identified to address the root cause?
Data use, high leverage practice, student engagement

Action Plan				
Key Activities: Focus on adult practice building staff competency and the infrastructure to implement with fidelity.	**Person Responsible**	**Timeline**	**Measure (Data Source)**	**Frequency of Measure**
1. Implement teacher teams consistently to create a collaborative environment.	Classroom Teacher, Principal, Dean, Title Teachers, Special Education Teachers	Teachers: weekly Principal: monthly Dean: monthly Title:monthly Special Ed. Teachers: monthly	Teacher Team Forms: Attendance for teacher teams form PLS Plan #1 PLS Plan #2 Notes: Title will need to be the week before problem solving. Create a calendar at the beginning of the year. Sped will be after school for 3-5 and needs to be put	Fall, Winter and Spring

			on the calendar for teachers	
2. Professional Learning will be provided to improve teacher knowledge and implementation of Building Tier I - 3 clarification and expectations.	Marcia Mosley Emily Welbourne Mary Camerer Guided Coalition	1st Quarter	• Discuss Tier I - 3 and what it currently looks like • Look at Best Practice • Go over Building Expectations	Fall - 1st Quarter
3. Teachers can identify students' proficiency in priority learning standards.	Classroom Teachers	As priority standards are taught	• Team Meetings • Guided Coalition comes up with a tracking plan. • Formative Assessments • Unit Assessments • EOY Assessments (this can look different per grade level).	Monthly
4. RTI time will focus on reteaching priority learning standards.	Classroom Teachers	Weekly	• Team Meetings • Guided Comes up	Weekly

			With a Tracking Plan • Formative Assessments • Unit Assessments • EOY Assessments • Unit Tracker from Magnetic • Discussion of when to do Math RTI (Tuesday teacher team days)	

What resources do you already have to support executing these key activities?	
We have the Teacher Team Forms already created. Title I and Guided Coalition is working on PD. The assessments are created.	
What resources do you need to implement the Key Activities? Create the calendar for the year. Create a tracking plan that the Guided Coalition will use to make sure teacher tasks are completed.	
Associated Expense (Budget Detail)	**Possible Funding Source to Support Expenses (e.g., IDEA, Title II, Title I, Title I, Part A, Section 1003)**
Money to Pay Guided Coalition Team for time to meet outside of the regular school day if needed.	Title I

District-level Supports
Explain how the DISTRICT will modify its practices and policies to provide operational flexibility that enables full and effective implementation of school improvement plans.
This will not need to occur.
Explain how the DISTRICT will support the school leadership team and ensure that the school is on target in implementing the school improvement plan.
Meet with the principal and/or the Guided Coalition Team to check progress on the goals and activities.

Implementation
SMART goals are student-centric, and the Key Activities are adult-centric. There should be one SMART goal for English language arts and mathematics. When determining Key Activities, refer to the data and the problem to address.
SMART GOAL #2
Washington Elementary will improve Tier I instruction to raise student typical growth percentage from 61% to 80% as reported by the iReady Diagnostic results report for Reading.
What is the evidence-based practice identified to address the root cause?
Data use, high leverage practice, student engagement
Action Plan

Key Activities: Focus on adult practice building staff competency and the infrastructure to implement with fidelity.	Person Responsible	Timeline	Measure (Data Source)	Frequency of Measure
1. Implement teacher teams consistently to create a collaborative environment.	Teachers Principal Dean Title Special Ed. Teachers Guided Coalition	Teachers meet weekly. Principal, Dean, Title and Special Ed. Teachers meets with Teachers monthly.	Teacher Teams Form: • Attendance for teachers form • PLS Plan #1 • PLS Plan #2 Notes: Title will need to be the week before Problem Solving Meetings. Create a calendar at the the beginning of the year. Sped will meet after school for 3-5th and needs to be put on the calendar for teachers.	Fall, Winter and Spring
2. Professional Learning will be provided to improve teacher knowledge and implementation of Building Tier I - 3 clarification and expectations.	Marcia Mosley Emily Welbourne Mary Camerer Guided Coalition	First Quarter	• Discuss Tier I - 3 and what it currently looks like • Look at Best Practice	Fall - 1st Quarter

			• Go over Building Expectations	
3. Teachers can identify students' proficiency in priority standards.	Classroom Teachers	As priority standards are taught.	• Team Meetings • Guided Coalition comes up with a tracking way-needs to be. • Formative Assessments • Unit Assessments • EOY Assessments Notes: This can look different per grade levels	Monthly
4. RTI time will focus on reteaching priority learning standards.	Classroom Teachers	Weekly	• Team Meetings • Guided Coalition comes up with a way to track • Formative Assessments	Weekly

			• Unit Assessments • EOY Assessments	

What resources do you already have to support executing these key activities?	
We have the Teacher Team Forms already created. Professional Development will be presented 1st Quarter. The assessments are created.	
What resources do you need to implement the Key Activities? Create the calendar for the year. Create a tracking plan that the Guided Coalition will use to make sure teacher tasks are completed.	
Associated Expense (Budget Detail)	**Possible Funding Source to Support Expenses (e.g., IDEA, Title II, Title I, Title I, Part A, Section 1003)**
Money to Pay Guided Coalition Team for time to meet outside of the regular school day if needed.	Title I
Magnetic Training	
District-level Supports	
Explain how the DISTRICT will modify its practices and policies to provide operational flexibility that enables full and effective implementation of school improvement plans.	
This will not need to occur.	
Explain how the DISTRICT will support the school leadership team and ensure that the school is on target in implementing the school improvement plan.	
Meet with the principal and/or the Guided Coalition Team to check progress on the goals and activities.	

Implementation

SMART goals are student-centric, and the Key Activities are adult-centric. There should be one SMART goal for English language arts and mathematics. When determining Key Activities, refer to the data and the problem to address.

SMART GOAL #3

Washington Elementary will improve Tier 1 behavior to increase the percentage of students meeting behavioral expectations as measured by the school-wide PBIS data, reducing office discipline referrals by 10%, from 349 in 2025-26 school year, to 314 by the end of the 2026-27 school year.

What is the evidence-based practice identified to address the root cause?

The root cause of inconsistent implementation of behavioral expectations and lack of student engagement in positive behavior systems can be remedied by explicit teaching and reinforcement of behavioral expectations. By consistently teaching, modeling, and reinforcing school-wide behavioral expectations in all settings (classroom, hallway, cafeteria, etc.). It helps to address inconsistent adult responses and student understanding of expectations.

Action Plan

Key Activities: Focus on adult practice building staff competency and the infrastructure to implement with fidelity.	Person Responsible	Timeline	Measure (Data Source)	Frequency of Measure
1. Regular Data Reviews	All Staff	• Monthly for first Quarter • Quarterly after first Quarter	• ODR percentage • Hold monthly meetings to assess data, identify trends, and adjust	Quarterly

			strategies accordingly	
2. Targeted Intervention Groups	• Teachers • Social Worker	Monthly	ODR Percentage	Monthly
3. Expectations specifically explained to adults and taught to students • Teach expectations regularly (use lesson plans to teach behavior expectations -respect, responsibility, safety) across the environments. • Model and Practice - Staff model expected behaviors and give students opportunities to practice them. • Positive Reinforcement System - using Class Dojo for acknowledging positive behavior. • Data Driven Decisions - Use PBIS Data to identify behavior trends and adjust instruction or supports. • Consistent Consequences - Ensure consistent application of consequences (positive and corrective) schoolwide. This builds a predictable and positive school environment and promotes consistency among staff and clarity for students.	• Principal • Dean • Teachers • Social Worker • Psychologist	Quarterly	• Expectations explained to staff • Expectations explained to students • building walk through where students are explained expectations at each area (hallway, restrooms, cafeteria, etc.) • Expectations posted in hallways and classrooms	Quarterly
What resources do you already have to support executing these key activities?				
Data Tracking for Behaviors already in place, personnel already in place, Special Services will provide PD,				

What resources do you need to implement the Key Activities?	
Associated Expense (Budget Detail)	**Possible Funding Source to Support Expenses (e.g., IDEA, Title II, Title I, Title I, Part A, Section 1003)**
Guided Coalition Meetings possibly paying members outside of contract time	Targeted funding
District-level Supports	
Explain how the DISTRICT will modify its practices and policies to provide operational flexibility that enables full and effective implementation of school improvement plans.	
This will not need to occur.	
Explain how the DISTRICT will support the school leadership team and ensure that the school is on target in implementing the school improvement plan.	
Meet with the principal and/or the Guided Coalition Team to check progress on the goals and activities.	

School Improvement Plan

School:	Jacksonville Middle School
Year:	2026-2027
Date Completed:	May 2026
Local Board Approval Date:	

School Improvement Planning Team	
Name	**Title/Role**
Celeste Lashmett-Principal, Charity Karr- Asst. Principal, Tim Roberts- Asst. Principal, Janean Mays- Asst. Principal	School Administrators
Kristen Shepard- 8th Math, Cathy Gibson- 8th Science, Aji Croft -7th ELA, Mark Holaway -6th SS	Grade Level/Content Area Representation
Lesley Dillard-Spec Ed Dept Chair, Adrienne VanBebber -School Social Worker, Karen Werries -Sped Teacher, Sara Watret -Sped Teacher	Special Populations Staff Representation
Tony Perkins, building Union Rep	Teacher's Union Representation
Devon Lovell MGT Rep, Tabitha Schweer Asst. Director of Curriculum	Other

Identifying Needs
After the root cause analysis, identify the needs to be addressed in the school improvement plan.
List the data sources (e.g., IAR, local assessments, attendance, 5Essentials, Illinois Quality Framework and Supporting Rubric) the team analyzed to identify the root cause.
IAR, iReady, 5Essentials, IQFSR, EOY Assessments
Based on the root cause analysis, what priorities should be addressed in this school improvement plan?
Priority 1: JMS will increase the percentage of students meeting their typical growth goal on IReady Reading from 55% to 80% for all students and 45% to 80% for CWD as reflected in the Spring 2027 IReady Diagnostic Results report.
Priority 2:JMS will increase the percentage of students meeting their typical growth goal on IReady Math from 50% to 80% for all students and 41% to 80% for CWD as reflected in the Spring 2027 IReady Diagnostic Results report.

District-level Supports
Explain how the DISTRICT will modify its practices and policies to provide operational flexibility that enables full and effective implementation of school improvement plans.
District will support JMS in planning with learning partner and ISBE.
Explain how the DISTRICT will support the school leadership team and ensure that the school is on target in implementing the school improvement plan.
District staff will support JMS in planning and progress monitoring of our SIP plan with learning partner and ISBE.

Implementation
SMART goals are student-centric, and the Key Activities are adult-centric. There should be one SMART goal for English language arts and mathematics. When determining Key Activities, refer to the data and the problem to address.

SMART GOAL #1
JMS will increase the percentage of students meeting their typical growth goal on IReady Reading from 55% to 80% for all students and 45% to 80% for CWD as reflected in the Spring 2027 IReady Diagnostic Results report.
What is the evidence-based practice identified to address the root cause?
Differentiation strategies to increase student achievement as reflected in mastery of Priority Learning Standards.

Action Plan

Key Activities: Focus on adult practice building staff competency and the infrastructure to implement with fidelity.	**Person Responsible**	**Timeline**	**Measure (Data Source)**	**Frequency of Measure**
1. Staff will *continue* to use research based student engagement strategies and formatively assess student progress towards priority learning standards.	Admin (walkthroughs)	26-27 school year	Admin Walkthrough data	Weekly
2. Staff will *learn* effective scaffolding and differentiation strategies to increase student achievement(mastery of PLS) in regular ed, co-taught, and self-contained classes . (GC will help to create a definition of what differentiation/scaffolding is so the whole staff knows what we are looking for.)	MGT and Admin	25-26 school year SIP days (sem 1) Utilizing small groups	Staff feedback SIP Exit Tickets (sem 2 add to walkthroughs)	SIP Days
3. Staff will *plan* for scaffolding and differentiation strategies to improve student achievement(mastery of PLS) in regular ed, co-taught, and self-contained classes during their weekly planning meeting . This will include: identifying	Admin	Ready for 2nd quarter	Partner Teacher Planning Meeting walkthrough data	Mastery of PLS on data chat forms.

pre-requisites, planning for misconceptions, and extensions.				
4. Staff will *use* scaffolding and differentiation strategies to improve student achievement(mastery of PLS) in regular ed, co-taught, and self-contained classes.	Admin	Ready for 2nd semester walkthroughs	Walkthrough data	Mastery of PLS on data chat forms.
5. Identified departments/teachers will receive 1:1 coaching with learning partner to plan, and use differentiation strategies in the classroom setting to improve student mastery of PLS.	MGT, Admin, and Dept Chair	Coaching w/ MGT, Admin, and Dept Chair	Coaching dashboard data	Update after each coaching session.

What resources do you already have to support executing these key activities?
SIP schedule, learning partner relationship, benchmark testing, data chats

What resources do you need to implement the Key Activities?	
Associated Expense (Budget Detail)	**Possible Funding Source to Support Expenses (e.g., IDEA, Title II, Title I, Title I Part A Section 1003)**
Create staff exit tickets for SIP scaffolding and differentiation strategy	free
Update walkthrough forms for admin to utilize	free
PD on scaffolding and differentiation strategies to increase student achievement	Contract with MGT

SMART GOAL #2				
JMS will increase the percentage of students meeting their typical growth goal on IReady Math from 50% to 80% for all students and 41% to 80% for CWD as reflected in the Spring 2027 IReady Diagnostic Results report.				
What is the evidence-based practice identified to address the root cause?				
Differentiation strategies to increase student achievement as reflected in mastery of Priority Learning Standards.				
Action Plan				
Key Activities: Focus on adult practice building staff competency and the infrastructure to implement with fidelity.	**Person Responsible**	**Timeline**	**Measure (Data Source)**	**Frequency of Measure**
1. Staff will *continue* to use research based student engagement strategies and formatively assess student progress towards priority learning standards.	Admin (walkthroughs)	26-27 school year	Admin Walkthrough data	Weekly
2. Staff will *learn* effective scaffolding and differentiation strategies to increase student achievement(mastery of PLS) in regular ed, co-taught, and self-contained classes . (GC will help to create a definition of what differentiation/scaffolding is so the whole staff knows what we are looking for.)	MGT and Admin	25-26 school year SIP days (sem 1) Utilizing small groups	Staff feedback SIP Exit Tickets (sem 2 add to walkthroughs)	SIP Days
3. Staff will *plan* for scaffolding and differentiation strategies to improve student achievement(mastery of PLS) in regular ed, co-taught, and self-contained classes during their weekly planning meeting . This will include: identifying pre-requisites, planning for misconceptions, and extensions.	Admin	Ready for 2nd quarter	Planning Meeting data	Mastery of PLS on data chat forms.

4. Staff will *use* scaffolding and differentiation strategies to improve student achievement(mastery of PLS) in regular ed, co-taught, and self-contained classes.	Admin	Ready for 2nd semester walkthroughs	Walkthrough data	Mastery of PLS on data chat forms.
5. Identified departments/teachers will receive 1:1 coaching with learning partner to plan, and use differentiation strategies in the classroom setting to improve student mastery of PLS.	MGT, Admin, and Dept Chair	Coaching w/ MGT, Admin, and Dept Chair	Coaching dashboard data	Update after each coaching session.

What resources do you already have to support executing these key activities?
SIP schedule, learning partner relationship, benchmark testing, data chats

What resources do you need to implement the Key Activities?	
Associated Expense (Budget Detail)	**Possible Funding Source to Support Expenses (e.g., IDEA, Title II, Title I, Title I, Part A, Section 1003)**
Create staff exit tickets for SIP scaffolding and differentiation strategy	free
Update walkthrough forms for admin to utilize	free
PD on scaffolding and differentiation strategies to increase student achievement	Contract with MGT

CONSENT AGENDA ITEM June 24, 2026

TO: Board of Education
FROM: Matt Moore
SUBJECT: Consideration to approve District Handbooks

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves District Handbooks for the following buildings:

- JHS Extra Curricular Handbook
- JHS Handbook
- CLC Student Handbook
- Eisenhower Elementary Student Handbook
- Lincoln Elementary Student Handbook
- Murrayville/Woodson Student Handbook
- North Elementary Student Handbook
- South Elementary Student Handbook
- Washington Elementary Student Handbook
- JMS Student Handbook
- Early Years Handbook

MOVED BY: _____ Seconded: _____

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

Background Information: See Attached

Changes to all handbooks

- 2.120 - Graduation Requirements - some basic language changes
- 2-130 Complaints About Curriculum - added language barring disciplinary action or academic penalty for students whose parents/guardians have exempted them from a lesson
- 5.60 Head Lice - updated language to better match board policy
- 6.40 Bullying Prevention - added some language to include digital images
- 6.45 Harassment Teen Dating Violence Prohibited - updated Title IX language
- 7.27 Access of Non-School Publications - language changes
- 11.20 Student Records - added language for to include information pursuant to Medicaid waiver

JHS

- Student dress code changes - slippers, pajamas, onesies

Elementary Student Handbook

2026-2027



Eisenhower Elementary

1901 W Lafayette Avenue

Jacksonville, Illinois 62650

(217) 245-5107

www.eisenhower.jsd117.org

August 2026

Dear Eisenhower Elementary Parents/Guardians,

Welcome to a new school year at Eisenhower Elementary School! Our theme for this year is “Let’s Grow!”

Once again this year, members of our faculty, staff, and administration are committed to setting the conditions to create a collaborative learning environment in which each child has the opportunity to reach their full potential.

One way we ask you partner with us to review and discuss with students the salient policies and procedures presented in this Handbook. Please read together this handbook with the offerings and expectations for students, and do not hesitate to contact the school with questions.

Another means of parent/guardian support in our work is to become active partners with us in the education of your student. There are multiple ways to become involved in the school: please consider joining us for our quarterly Parent Teacher Advisory Council (PTAC) meetings, volunteering for school events (via certification from Secure Volunteer), and staying attuned to your child’s midterm and quarterly grade reports. Look for your child’s teacher to also elicit communication with you via email and other electronic modes.

Here’s the bottom line: we want to partner with you, because you are your child’s first and foremost teacher. Any time you might have a question, please do not hesitate to contact the school. We look forward to joining with you to provide a great education for your child.

Let’s Grow… together!

Eagle Pride,



Tim Chipman
Principal

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CHAPTER 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

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

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

Additionally, please note the following:

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

1.30 General School Information

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

211 W. State St.
Jacksonville, IL 62650

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

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

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

Mr. Steve Ptacek, Superintendent
Mr. Tim Chipman, Principal
Mrs. Alyson Karsgaard, Dean of Students

The school is located and may be contacted at:

1901 W. Lafayette Ave.
Jacksonville, IL 62650
217-245-5107
www.eisenhower.jsd117.org

Chain of Command

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

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.
4. If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

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

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

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

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

AND

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

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

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

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

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

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

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

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

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

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

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

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

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

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.

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

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure.

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

1.60 Animals on School Property

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

1.70 School Volunteers

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

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

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home.

The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

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

1.90 Emergency School Closings

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

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

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

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

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

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

1.130 Care of Students with Diabetes

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

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

b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.

c. Sign the Diabetes Care Plan.

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

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

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

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.
2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.
Our school has enjoyed strong support and involvement of our Parent Teacher Advisory Council (PTAC) for many years. The PTAC consists of teachers and parents/guardians with students enrolled in Eisenhower. A volunteer sheet is available at registration and is also sent home during the first weeks of school.

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

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

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.
Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior

- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

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

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home

- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.
Additional Resources include:

National Sexual Assault Hotline at 800. 656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25. ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

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

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges

classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable

1.215 Facility Use

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

CHAPTER 2 – Attendance and Promotion

2.10 Attendance

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

2.20 Student Absences

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS1, attend a civic event,2 or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

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

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

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.
The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. Notifying a teacher or secretary directly of a student's absence is not a considered official notice. Please place a telephone call to the office (217)245-5107. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Pre-arranged Absences
Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work. The principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

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

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

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

2.40 Make-Up Work

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

2.50 Truancy

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

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

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

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

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

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

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

2.55 Tardiness

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

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school via telephone before 8:15 a.m. An email/electronic message to the secretary and/or teacher does not replace an actual phone call to the school. When you call by 8:15 a.m., in order for us to place our lunch order, we will need to know the student's plan for lunch.

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

2.60 Grading & Promotion

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

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

2.65 Administrative Procedures and Guidelines for Student Retention

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

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

2.70 Homework

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

2.80 Exemption from Physical Education Requirement [K-8]

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

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

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

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

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

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

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

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

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

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs: Ability to Opt-Out of Certain Course Content and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.

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

CHAPTER 3 – Student Fees and Meal Costs

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

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

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

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

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

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

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

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

3.15 Vandalism

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

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. Breakfast may be purchased on a daily basis for $1.75 or may be deducted from a student's cafeteria account. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase a school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school.
If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

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

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

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

CHAPTER 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

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

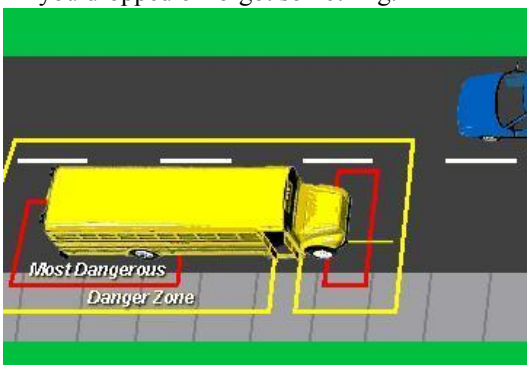
Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school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

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

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

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.

9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.



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

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

4.15 Bus Conduct

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

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

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop-Off/Pick-up, Traffic Pattern, and Parking

Students Who Are Transported by Family Vehicle

Please communicate these expectations to your child, and help him/her know what vehicle to look for at end-of-day dismissal.

Arrival:

- Drivers should enter the Eisenhower drop-off lane (heading westbound) from either Clarke Dr. or Crabtree Rd.
- Vehicles form single file line alongside the curb (covered sidewalk and do not release students until all cars are stopped and an alert for exit is given)
- Pull forward as far as you can
- Students should exit vehicle toward the sidewalk, not into the lane
- Do not enter staff parking lot
- Drivers in this lane may not exit vehicles
- Should your student require extra assistance or you wish to walk him/her to the door, park your vehicle in the parking lot and walk your child across the crosswalk toward the front doors
- Parents/drivers will not enter the building
- Front doors open at 7:30 a.m.
- All students enter through front doors
- Students report either to the gymnasium or, if eating breakfast, to the cafeteria
- Drivers exit onto Lafayette Ave.

Dismissal:

STEP 2:10 p.m.

- Drivers should pull into the staff parking lot, forming a single westward facing line
- Exit towards Lafayette Ave.

Kindergarten 2:25 p.m.

- Drivers should park along Lafayette Ave. or the west side of Crabtree Rd. and walk toward the east lawn of school where teachers will deliver students to guardians from their respective classrooms

Bus/Daycare 2:30 p.m.

- Most students will exit from the gymnasium to their respective vehicles lined in front of the school (school buses have right of way along the sidewalk side of the lane)

Walkers/Riders 2:35 p.m.

- Drivers should enter the Eisenhower drop-off lane (heading westbound) from either Clark Dr. or Crabtree Rd.
- Vehicles form three parallel lines, facing west: Lane 1, Lane 2, and Lane 3
- Drivers/family should not exit vehicles
- Once all cars in the zone are stopped, students will load
- Once all students are loaded, personnel will dismiss each lane at a time
- Do not enter staff parking lot

Other:

- Students who walk to school should use sidewalks, crossings, and designated lines and avoid criss-crossing through the parking lot.
- Students who ride bicycles or scooters should walk their vehicles on school grounds and across crossing areas. They should not ride on sidewalks and should also avoid criss-crossing across the parking lot. Riders should obey traffic signs and go with the flow of traffic. Bicycles should be parked in an orderly manner in the racks provided on the east side of the building. Locks should be used and will not be provided. Skateboards, rollerblades, and hoverboards should not be brought to school.
- Visitors to Eisenhower should park in the school parking lot. Visitor parking is not permitted in the smaller staff lot or along the front covered sidewalk.

CHAPTER 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

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

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

Eye Examination

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

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

Exemptions
A student will be exempted from the above requirements for:

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

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

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

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

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

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

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

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

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

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

5.30 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.
Under Illinois law. any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

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

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

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

5.60 Head Lice
The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. Appropriate school staff shall be notified to intensify surveillance.
5. The heads of all students in the same classroom as the case may either be inspected, or a letter sent home notifying parents of the situation.
6. 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.
7. Any student who has been identified as a case or contact to a case of head lice may be rechecked within ten days after the initial examination. If at the recheck the student is not nit free, the head lice procedures again will be followed, beginning with the child being sent home for treatment.
8. Chronic untreated cases of head lice may be referred to the appropriate community agencies.
9. When a student violates this policy, and comes to school without clearance, proper authorities (parent(s), guardian, relative, advocate community agency, juvenile officer) will be contacted to remove the student from the building.

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

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

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

For further information, please contact the Building Principal.

5.80 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

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

Filing a Complaint

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

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

CHAPTER 6 – Discipline and Conduct

6.10 General Building Conduct

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

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

6.20 School Dress Code

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

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

6.30 Student Behavior

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
    f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
    g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
    h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.

7. Students are prohibited from using electronic devices. 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, smart watch, smart glasses or other similar electronic device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a)building administration grants permission (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan. Students may use school telephones in the various offices for emergencies.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
23. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
24. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

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

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

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

When and Where Conduct Rules Apply

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

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

Disciplinary Measures

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

Isolated Time Out, Time Out and Physical Restraint

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

Corporal Punishment

Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes 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 permitted by State law.

Weapons Prohibition

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

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look a likes" of any firearm as defined above.

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

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

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

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

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

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from ~~the~~ military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

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

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying, the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence,posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

Ms. Tami Stice, Director of Human Resources
211 W. State Street
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Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
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(217) 245-5107
tchipman@jsd117.org

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

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

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

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform
Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.
Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors realted to a person's alleged sexual activities.

Teen Dating Violence Prohibited

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

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

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

Nondiscrimination/Title IX Coordinator:

Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

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

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

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

Investigation Process
Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Enforcement
Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited
Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.
Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

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

6.60 Field Trips

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

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

6.70 Access to Student Social Networking Passwords & Websites

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

6.80 Student Use of Electronic Devices

It is the strong recommendation of JSD 117 that students and their families carefully weigh the choice of whether to bring personal electronic devices to school. Personal electronic devices are disruptive to the learning environment, often cause discipline problems, and are all too frequently damaged, lost, or stolen. Furthermore, certain mobile device habits can contribute to health issues. If students do bring cell phones or other personal electronic devices to school, they are subject to the following policy guidelines. 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, smart watch, smart glasses 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 the school day, which begins when the student arrives for school, electronic devices must be powered-off and out-of-sight unless, **(a)** permission is granted by an administrator,-**(b)** use of the device is provided in a student's individualized education program (IEP) or Section 504 plan

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), recording students without their permission, or recording altercations among students.

Students may use school telephones in the various offices for emergencies. 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 discipline 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 meet with administration to pick up the device. 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.

If a student refuses to turn in their electronic device when this policy is violated, further disciplinary action can be taken.

CHAPTER 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's *electronic networks* shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

The term *electronic networks* include all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic network is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without his/her consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Consequences for Inappropriate Use

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

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the networks in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

7.20 Student Distribution of Non-School-Sponsored Publications

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

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

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

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed on Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

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

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

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

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

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

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

7.50 Use of Artificial Intelligence
"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

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

CHAPTER 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

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

Students Searches

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

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

Seizure of Property

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

Questioning of Students Suspected of Committing Criminal Activity

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

CHAPTER 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

CHAPTER 10 – Special Education

10.10 Education of Children with Disabilities

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

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

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

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

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

10.20 Discipline of Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Students

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

Isolated Time Out, Time Out, and Physical Restraint

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

10.30 Exemption from Physical Education Requirement

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

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

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

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

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

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

CHAPTER 11 – Student Records

11.10 Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.

8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

Instructional Material

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

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records

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

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

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

   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5

business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

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

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

   If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

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

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

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

   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.
7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

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

CHAPTER 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:
- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

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

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

12.30 Homeless Child's Right to Education

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

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

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

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

12.60 English Learners

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

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds

217-243-9411
Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

12.90 Mandated Reporters

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

12.100 Unsafe School Choice Option

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

12.105 Student Privacy

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

12.110 Sex Offender Notification Law

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

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

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

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

A violation of this law is a Class 4 felony.

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

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQ

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

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

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

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

Elementary Student Handbook

2026-2027



Lincoln Elementary

320 Independence Street

Jacksonville, Illinois 62650

(217) 245-8720

www.jsd117.org

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

Dear Families and Friends of Lincoln Elementary School;

The teachers, staff and I welcome you to the 25-26 school year. Our goal is for the year to be successful and enjoyable for every student. We will provide assistance for each child to acquire the skills needed for future success. We will do so while encouraging each student to be creative, use their curiosity effectively and develop a desire for becoming learners.

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

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

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

We have made a strong commitment to creating a positive and safe environment for learning. Every student will have the opportunity to learn and succeed in school. To ensure that we will work with you this year and we will share the joy of seeing our children learn. You can find more information by looking at the school website at www.Lincoln.jsd.117.org.

Sincerely,

Jean Heil, Principal

Lincoln Elementary School

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CHAPTER 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

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

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

Additionally, please note the following:

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

1.30 General School Information

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

211 W. State St.
Jacksonville, IL 62650

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

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

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

Mr. Steve Ptacek, Superintendent
Ms. Jean Heil, Principal

The school is located and may be contacted at:

320 West Independence Street
Jacksonville, IL 62650
217-245-8720
www.jsd117.org

Chain of Command

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

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns was not remedied, they should contact the building Principal, Director of the program.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants yet further discussion, the parent or community member should then contact the Central Office.
4. If the issue or concern of the parent or Community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

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

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

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

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

AND

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

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

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area

must have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

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

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

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

1.40 Visitors

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

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

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

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

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

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

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.

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

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure.

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

1.60 Animals on School Property

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

1.70 School Volunteers

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

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

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home.

The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

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

1.90 Emergency School Closings

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

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used, the Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

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

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

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

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

1.130 Care of Students with Diabetes

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

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

b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.

c. Sign the Diabetes Care Plan.

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

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

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

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational

needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.
2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior

- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors
School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

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

Warning Signs of Boundary Violations
School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

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

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Il. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

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

CHAPTER 2 – Attendance and Promotion

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

2.20 Student Absences
Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS1, attend a civic event,2 or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Anyone presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

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

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

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

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

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

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

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

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

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Pre-arranged Absences
Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

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

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

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

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

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

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

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

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

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.
Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

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

2.60 Grading & Promotion

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

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

2.65 Administrative Procedures and Guidelines for Student Retention

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

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

2.70 Homework

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

2.80 Exemption from Physical Education Requirement [K-8]

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

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

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

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

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

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

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

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

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

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs: Ability to Opt-Out of Certain Course Content and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.

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

CHAPTER 3 – Student Fees and Meal Costs

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

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

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

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

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

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

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

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

3.15 Vandalism

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

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced-price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

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

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

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

CHAPTER 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

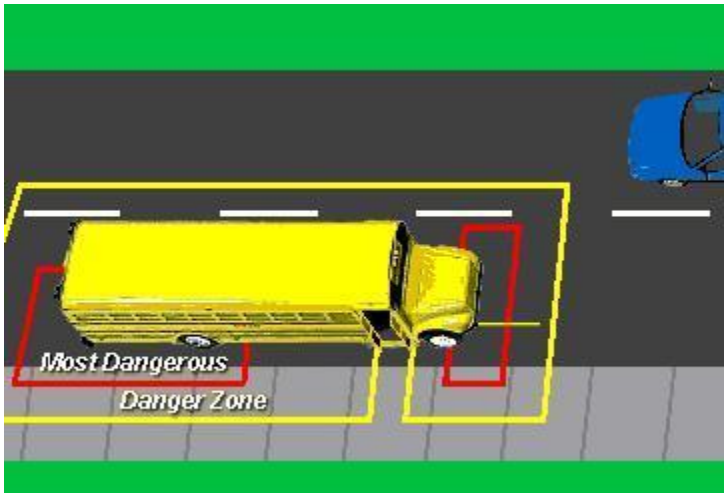
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

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

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

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

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in a 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 buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

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

4.15 Bus Conduct

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

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

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop Off/Pick up, Traffic Patterns, and Parking

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

- Pulling all the way down to the second set of doors (west-end of building) when dropping off in the morning. This reduces waiting time.
- Refraining from passing other vehicles while in line to drop off. This is dangerous to all involved.
- Vehicles should not park in front of the building, this is part of the driveway possibly creating a dangerous situation.
- Observing and respecting the traffic pattern.
- Respecting crossing guards…they keep our children safe!
- Respecting **SCHOOL ZONE SPEED LIMITS.** Offenders are reported to local law enforcement.
- Obeying State Law regarding NO CELL PHONE USE. Offenders are reported to local law enforcement.
- Watching out for children at all times.

Students Who Walk to School

Please encourage your children to use the sidewalks and crossings provided and to refrain at all times from walking in the road and through people's yards.
At dismissal all walkers should only use the marked crosswalks.

Students Who Ride Bicycles or Scooters…

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

Parents may park along West Independence Street. **Parking is not permitted in the front circle drive during arrival and dismissal times**. There is no parking allowed along the West drive of the school, and handicap parking is available along the East side of the school as the designated spots.

Those dropping off children may do so in the front location during the following hours: 7:30 A.M.- 8:05 A.M.
Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations will be asked to move. Failure to comply may result in being ticketed and/or towed by the police.

CHAPTER 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

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

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

Eye Examination

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

Dental Examination

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

Exemptions

A student will be exempted from the above requirements for:

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

5.20 Student Medication

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take 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/or self-administer diabetic testing supplies, equipment, 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/or self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

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

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

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

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

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

5.30 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.

Under Illinois law. any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

5.40 Safety Drill Procedures and Conduct

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

5.50 Communicable Diseases

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

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.

4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. Appropriate school staff shall be notified to intensify surveillance.
5. The heads of all students in the same classroom as the case may either be inspected, or a letter sent home notifying parents of the situation.
6. 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.
7. Any student who has been identified as a case or contact to a case of head lice may be rechecked within ten days after the initial examination. If at the recheck the student is not nit free, the head lice procedures again will be followed, beginning with the child being sent home for treatment.
8. Chronic untreated cases of head lice may be referred to the appropriate community agencies.
9. When a student violates this policy, and comes to school without clearance, proper authorities (parent(s), guardian, relative, advocate community agency, juvenile officer) will be contacted to remove the student from the building.

5.70 Targeted School Violence Prevention Program

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

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

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

For further information, please contact the Building Principal.

5.80 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

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

Filing a Complaint

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

Retaliation Prohibited
Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

CHAPTER 6 – Discipline and Conduct

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

- All students who arrive after 8:05 am must report to the office for "sign in" and a tardy pass.
- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

General School Rules

- Walk on the sidewalks and inside the building at all times.
- Treat other students with respect.
- Proceed quietly and orderly in the building during class times.
- Show respect for adults and listen to and follow their directions.
- Respect the property of others and take good care of school property.
- Use the restroom appropriately without "horseplay" or disturbing noise. Help keep them clean. Do not loiter there.
- Know and obey all other school rules and procedures.

Playground Rules

- Stay in assigned areas. Do not leave the playground without permission from the adult in charge.
- Use equipment in a safe manner according to the specific rules for each item. (ie. slide, swings, etc.)
- Stop and listen when the whistle blows.
- No food or drink on the playground.
- Show good sportsmanship and cooperation in games. Play fair. Follow the game rules.
- "Rough play" is not allowed. (ie. No tackle football, etc.)
- Throwing objects (rocks, sticks, dirt, snowballs, etc.) is forbidden. Playground balls are the exception.
- Line up promptly when the whistle is blown.
- Students wearing flip flops need a pair of tennis shoes for recess.

STUDENTS ARE EXPECTED TO GO OUTSIDE FOR RECESS, UNLESS THEY HAVE A WRITTEN EXCUSE FROM A PARENT OR PERMISSION FROM THEIR TEACHER TO STAY INDOORS. DURING INCLEMENT WEATHER, RECESS IS INDOORS. IN THE WINTER, IF THE OUTDOOR TEMPERATURE IS ABOVE 30°F (INCLUDING THE WIND CHILL FACTOR), WE TRY TO GO OUTDOORS. CHILDREN MAY BE KEPT INSIDE IF THEY ARE NOT DRESSED FOR THE WEATHER.

Indoor Recess Rules for the Classroom

- Walk directly from the classroom to the lunchroom.

- No running or chasing in the classroom.
- No throwing things, unless they are part of a teacher approved game.
- No loud or rough play.
- Put games away and be seated when time to get ready.

Other General Rules

- Keep your hands, feet, and body to yourself. (no pushing, bumping, elbowing, hitting, spitting, kicking, fighting, etc.)
- Use appropriate language. (No talking back, swearing, mean spirited teasing, name calling, etc.)
- Do not bring toys, balls, games, trading cards, purses, etc. to school without your teacher's permission.
- Any dangerous objects (knives, matches, cigarettes, chewing tobacco, caps, water pistols, lighters, balloons, etc.) will be confiscated until a parent is able to get them from school.
- Perfume, body sprays, and make-up should be applied at home, not school. No fake fingernails at school.

Damage to School Property

Students are responsible for the care of school property. Any permanent damage to, or loss of, school property will result in a fine to repair or replace the property. These items include: textbooks, library books, furniture (including bus seats, windows, chairs, desks, lockers, etc.), and other property.

Library books: If a lost book is found after it has been paid for, the money will be refunded. Any student who continues to lose or damage library books will be denied the opportunity to check out books.

Textbooks: Cost as much as $60 each when new.

Lockers: Should be treated with care, not slammed or kicked shut. Lockers should be kept in order for easy access. School Officials have the right to each locker if they have reason to believe the contents violate school rules.

6.20 School Dress Code

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

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

6.30 Student Behavior

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.

c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Students are prohibited from using electronic devices. 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, smart watch, smart glasses or other similar electronic device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a)building administration grants permission (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan. Students may use school telephones in the various offices for emergencies.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property. 325

22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
23. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
24. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

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

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

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

When and Where Conduct Rules Apply

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

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

Disciplinary Measures

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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

Corporal Punishment
Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes 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 permitted by State law.

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 a like" of any firearm as defined above.

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

Gang & Gang Activity Prohibited
"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non‑verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

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

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment
Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

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

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying, the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

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

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

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

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

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

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidents of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform
Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors realted to a person's alleged sexual activities.

Teen Dating Violence Prohibited

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

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint
Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination/Title IX Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

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

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

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

Investigation Process
Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Enforcement
Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited
Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.
Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunchroom supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

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

6.60 Field Trips

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

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

6.70 Access to Student Social Networking Passwords & Websites

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

6.80 Student Use of Electronic Devices

It is the strong recommendation of JSD 117 that students and their families carefully weigh the choice of whether to bring personal electronic devices to school. Personal electronic devices are disruptive to the learning environment, often cause discipline problems, and are all too frequently damaged, lost, or stolen. Furthermore, certain mobile device habits can contribute to health issues. If students do bring cell phones or other personal electronic devices to school, they are subject to the following policy guidelines. 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, smart watch, smart glasses 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 the school day, which begins when the student arrives for school, electronic devices must be powered-off and out-of-sight unless, **(a)** permission is granted by an administrator,**-(b)** use of the device is provided in a student's individualized education program (IEP) or Section 504 plan

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), recording students without their permission, or recording altercations among students.

Students may use school telephones in the various offices for emergencies. 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 discipline 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 meet with administration to pick up the device. 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.

If a student refuses to turn in their electronic device when this policy is violated, further disciplinary action can be taken.

CHAPTER 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's *electronic networks* shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

The term *electronic networks* include all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without his/her consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and

c. Referral to law enforcement authorities or other legal action in appropriate cases.

5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the networks in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety
Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications
A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

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

7.27 Access to Non-School Sponsored Publications
Non-School Sponsored Publications Accessed or Distributed On Campus
Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.
Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

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

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

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

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

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

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians

- Other activities that are for the use and benefit of the school district

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

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

CHAPTER 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

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

Students Searches

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

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

Seizure of Property

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

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker,

psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

CHAPTER 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

CHAPTER 10 – Special Education

10.10 Education of Children with Disabilities

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

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

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

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

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

10.20 Discipline of Students with Disabilities

Behavioral Interventions

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

Discipline of Special Education Students

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

Isolated Time Out, Time Out, and Physical Restraint

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

10.30 Exemption from Physical Education Requirement

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

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or

2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

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

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

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

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental
disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

CHAPTER 11 – Student Records

11.10 Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.

5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

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

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

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.
A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

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

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

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or

she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

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

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

   If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

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

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

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

   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

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

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

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

CHAPTER 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

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

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

12.30 Homeless Child's Right to Education

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

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

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

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

12.60 English Learners

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

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

12.90 Mandated Reporters

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

12.100 Unsafe School Choice Option

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

12.105 Student Privacy

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

12.110 Sex Offender Notification Law

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

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

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

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

A violation of this law is a Class 4 felony.

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

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQ

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

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

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

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

RICH HISTORY, BRIGHT FUTURE

Elementary Student Handbook

2026-2027



Murrayville-Woodson Elementary

307 Masters Street

Murrayville, Illinois 62668

(217) 882-3121

www.jsd117.org

Message from the Principal and Staff

Dear Murrayville-Woodson Elementary Parents and Families:

Welcome Back! We are happy to have the privilege of working with you and your children this year. We will work hard to provide your children with the best possible opportunity for educational, emotional, and social growth. We are excited about working with your children and building a positive relationship with you.

The information included in the Parent/Student Handbook will allow you to know what the expectations are at Murrayville-Woodson Elementary in regard to the school program. I would ask you to please read this handbook with your child. Discuss the contents with your child and please call the school if you have any questions about the information. Keep your handbook throughout the year and refer to it if you have questions. If something is not clear, please call Murrayville-Woodson Elementary for clarification.

My goal is to help provide a quality learning experience for all students. I recognize that the best learning takes place when the school and home work together, support one another, and communicate on an ongoing basis. For this reason, I welcome opportunities to discuss with you any questions or concerns that you might have about your child's learning experiences, behavior, or other needs.

At Murrayville-Woodson Elementary, we feel the support and involvement of parents is a key part in the school environment. I would like to take this opportunity to encourage you to become involved at Murrayville-Woodson Elementary.

The faculty and staff of Murrayville-Woodson Elementary wish you and your family well during the coming year. We all look forward to working with you and your students in making Murrayville-Woodson Elementary School the best it can be.

Sincerely,

Emily English

Principal

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CHAPTER 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

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

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

Additionally, please note the following:

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

1.130 General School Information

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

211 W. State St.
Jacksonville, IL 62650

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

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

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

Mr. Steve Ptacek, Superintendent
Mrs. Emily English, Principal
Mrs. Tracy Thrasher, Dean of Students

The school is located and may be contacted at:

307 Masters Street
Murrayville, IL 62668
217-882-3121
www.jsd117.org

Chain of Command

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

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.
4. If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

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

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

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

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the 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 statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area

must have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

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

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

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

1.40 Visitors

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

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

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

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

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

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

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection

status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.

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

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure.

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

1.60 Animals on School Property

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

1.70 School Volunteers

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

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

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home.

The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

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

1.90 Emergency School Closings

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

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used, the Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

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

1.110 Accommodating Individuals with Disabilities

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

1.120 Students with Food Allergies

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

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

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

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

1.130 Care of Students with Diabetes

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

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

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

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

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

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.

2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

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

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

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

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable

1.215 Facility Use

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

CHAPTER 2 – Attendance and Promotion

2.10 Attendance

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

2.20 Student Absences

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS1, attend a civic event,2 or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

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

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

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

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

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

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

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available

through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

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

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Pre-arranged Absences
Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

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

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

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

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

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

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

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

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

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

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.
Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 7:50 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.
Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

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

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

2.65 Administrative Procedures and Guidelines for Student Retention

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

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

2.70 Homework

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

2.80 Exemption from Physical Education Requirement [K-8]

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

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

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

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

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

2.100 Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

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

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

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

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs: Ability to Opt-Out of Certain Course Content and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.

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

CHAPTER 3 – Student Fees and Meal Costs

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

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

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

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

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

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

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

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

3.15 Vandalism

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

3.20 School Breakfast & Lunch Program

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 2025-2026 school year.

Breakfast is served every school day from 7:20 a.m. to 7:50 a.m. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:00 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

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

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

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

CHAPTER 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

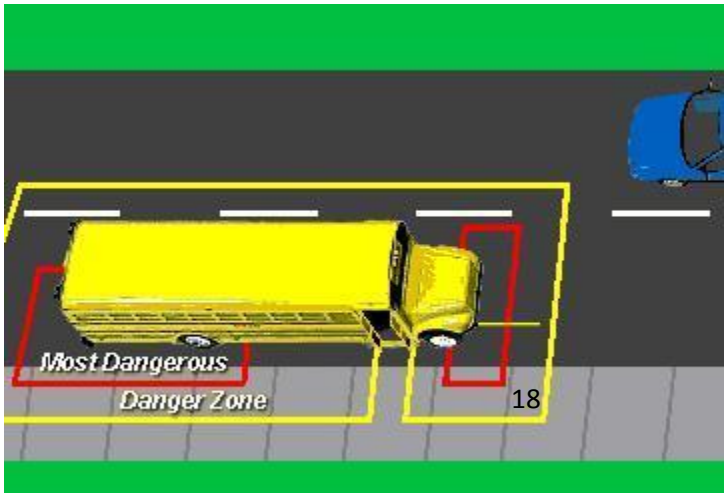
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

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

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

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

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



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

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

4.15 Bus Conduct

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

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

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Parking

The school has specific locations available for school visitor parking which are located at both the north and south side of the school. Those dropping off and picking up their students may do so in the appropriate locations. The morning drop off window begins at 7:20 am and ends at 7:50 am.

Please use the designated parent drop off area at each school, or park in the visitor parking lots and walk your child safely to the school. **Do not park or drop off your child in the bus lane.**

Please make prior arrangements before 11:00 am when you know you will be picking up your child. For safety reasons, parents must attend to younger children at all times. Please do not allow younger children to wander unsupervised.

Vehicles MAY NOT be parked or located in bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

CHAPTER 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

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

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

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

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

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

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

Exemptions
A student will be exempted from the above requirements for:

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

5.20 Student Medication

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

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

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

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

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

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

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

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

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

5.30 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.

Under Illinois law. any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

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

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

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

5.60 Head Lice
The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. Appropriate school staff shall be notified to intensify surveillance.
5. The heads of all students in the same classroom as the case may either be inspected, or a letter sent home notifying parents of the situation.
6. 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.
7. Any student who has been identified as a case or contact to a case of head lice may be rechecked within ten days after the initial examination. If at the recheck the student is not nit free, the head lice procedures again will be followed, beginning with the child being sent home for treatment.

8. Chronic untreated cases of head lice may be referred to the appropriate community agencies.
9. When a student violates this policy, and comes to school without clearance, proper authorities (parent(s), guardian, relative, advocate community agency, juvenile officer) will be contacted to remove the student from the building.

5.70 Targeted School Violence Prevention Program

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

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

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

For further information, please contact the Building Principal.

5.80 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

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

Filing a Complaint

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

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

CHAPTER 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:20 a.m. Classes begin at 7:50 a.m.; students are dismissed at 2:15 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.

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

6.20 School Dress Code

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

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

6.30 Student Behavior

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

Prohibited Student Conduct

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

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

g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Students are prohibited from using electronic devices. 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, smart watch, smart glasses or other similar electronic device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a)building administration grants permission (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan. Students may use school telephones in the various offices for emergencies.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
23. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
24. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

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

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

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

When and Where Conduct Rules Apply

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

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

Disciplinary Measures

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for

appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Corporal Punishment
Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes 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 permitted by State law.

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 a like" of any firearm as defined above.

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

Gang & Gang Activity Prohibited
"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

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

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment
Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from ~~the~~ military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

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

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying, the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence,posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

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

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

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

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

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

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a

result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidents of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform
Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors realted to a person's alleged sexual activities.

Teen Dating Violence Prohibited

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

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

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

Nondiscrimination/Title IX Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

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

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

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

Investigation Process

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.
Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

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

6.60 Field Trips

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

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

6.70 Access to Student Social Networking Passwords & Websites

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

6.80 Student Use of Electronic Devices

It is the strong recommendation of JSD 117 that students and their families carefully weigh the choice of whether to bring personal electronic devices to school. Personal electronic devices are disruptive to the learning environment, often cause discipline problems, and are all too frequently damaged, lost, or stolen. Furthermore, certain mobile device habits can contribute to health issues. If students do bring cell phones or other personal electronic devices to school, they are subject to the following policy guidelines. 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, smart watch, smart glasses 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 the school day, which begins when the student arrives for school, electronic devices must be powered-off and out-of-sight unless, **(a)** permission is granted by an administrator, **(b)** use of the device is provided in a student's individualized education program (IEP) or Section 504 plan;

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), recording students without their permission, or recording altercations among students.

Students may use school telephones in the various offices for emergencies. 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 discipline 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 meet with administration to pick up the device. 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.

If a student refuses to turn in their electronic device when this policy is violated, further disciplinary action can be taken.

CHAPTER 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's *electronic networks* shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

The term *electronic networks* include all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;

2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without his/her consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Consequences for Inappropriate Use

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

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the networks in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

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

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

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

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.
Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

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

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

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

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

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

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

7.50 Use of Artificial Intelligence
"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

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

CHAPTER 8 – Search and Seizure

8.10 Search and Seizure

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

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

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

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

Students Searches

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

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

CHAPTER 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

CHAPTER 10 – Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven in effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

10.30 Exemption from Physical Education Requirement

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

CHAPTER 11 – Student Records

11.10 Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.

7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material
A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information
No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.
A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records
A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or

student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
Throughout the school year, the District may release directory information regarding students, limited to:

- 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 to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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:
U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

CHAPTER 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds

217-243-9411
Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

12.90 Mandated Reporters
All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

12.100 Unsafe School Choice Option
The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy
The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law
State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQ

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

5

Elementary Student Handbook

2026-2027

North Elementary

1626 State Highway 78 N

Jacksonville, Illinois 62650

(217) 245-4084

www.jsd117.org

The First Full Attendance Day is August 13th, 2026 from 8:00 AM - 2:30 PM

Mission of North Elementary School

North School will provide a nurturing academic and social-emotional environment for all learners as they strive to reach their fullest potential.

...developed by the Guiding Coalition Team (Spring 2023)



Dear North Community,

This handbook, approved by the Board of Education, includes policies and procedures to help us accomplish this. Please be sure to read it and keep it for reference. Although it is not comprehensive, we tried to make it helpful and clear. All of the information in the Jacksonville School District 117 Activities Calendar and Behavior Code also applies to North Elementary School.

Please do not hesitate to reach out at any time— our school cannot demonstrate the desired success without open and honest communication. I look forward to working in partnership with all stakeholders as we strive to achieve our mission of supporting all learners in realizing their fullest potential.

Here's to a wonderful school year!

Mrs. Bobbie Mills

Principal of North Elementary School

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CHAPTER 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.30 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent

Mrs. Bobbie Mills, Principal
Mrs. Tracy Thrasher, Dean of Students

The school is located and may be contacted at:

1626 State Highway 78 N
Jacksonville, IL 62650
217-245-4084
www.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the district. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual(s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns was not remedied, they should contact the building Principal, Director of the program.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants yet further discussion, the parent or community member should then contact the Central Office.
4. If the issue or concern of the parent or Community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency.

Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the lasts month's payment
- Letter from manager and proof of lasts month's payment
- Letter of residence from landlord

AND

Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools

If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences

Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure.

Any student may file a sex equity complaint under the District's Uniform Grievance Procedure. A student may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education.

1.60 Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home.

The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
c. Sign the Diabetes Care Plan.
d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.160 Parent Organizations and Booster Clubs

We are proud of North's active parent-teacher organization, the Community Club. This group tirelessly gives volunteer support and financial assistance for the good of North School through a variety of activities and projects. All North parents and teachers are members. Their efforts and support are greatly appreciated.

The Community Club members meet monthly at North School. These meetings are generally brief. All families are encouraged to attend. Please see the school calendar on the website for dates and times of upcoming meetings.

Each year we send home a note seeking volunteers for Community Club projects. If you did not have a chance to volunteer and would like to be involved, please call the office or one of the officers. We will send you a form or simply add your name to the list of volunteers for those

projects you are interested in. Any way you can help will be appreciated. The following are some of the Community Club projects supported by volunteer help:

PENNY WARS: An all-school class competition to see who brings in the most pennies and points for North in the spring.
REFRESHMENTS: "Goodies" are provided at most special events. Workers may be needed to help serve. Each grade takes a turn providing cookies or other refreshments. Notes requesting your help are sent home approximately a week beforehand.
FIELD DAY: This is held each May or June during the school day for students. Organizers and workers are needed at school around the lunch periods and into the afternoon.
FIFTH GRADE AWARDS: Parents are needed to help organize and work at this evening event in late May.
SPELL-A-THON: Students raise money for North by mastering spelling words. Cash incentives are given. Participation is voluntary. Your support is appreciated. Organizers and workers are needed during parts of two school days to tally amounts and check the spelling tests.
TEACHER APPRECIATION LUNCHEON: The last day of school, North teachers and staff members, including bus drivers, are appreciated with a luncheon. The staff always looks forward to this event. Volunteers are needed to organize and/or bake.

Community Club Support
A budget is presented at the September Community Club meeting. The budget provides for a variety of events and materials for North students and teachers. Examples of past support: yearly field trips, yearly student assemblies, library books, ceiling fans for the entire school, new cafeteria tables, computers, our PA system, the Accelerated Reader program, library central air-conditioning, school picnics, yearbook film and developing, lockers, tables and chairs for the library, yearly cash to each teacher to spend on his/her class, school stereo system, student awards, radios for communication ... **THANK YOU!**

Box Tops for Education
We collect Box Tops for Education that we turn in for 10 cents each. Please send them to the classroom teacher or office anytime during the year and you are also able to download the app on your smart device to scan your store receipts to earn for your school.

North's Business Partnerships
The Jacksonville Kiwanis Club is North's business partner. The Kiwanis Club assists us financially and with volunteers, who work at school projects and activities. Kiwanis has also provided monthly guest readers for each classroom, tutors, mentors, and sponsors our Student of the Month program. In the past this organization has purchased mulch for our playground, our Great Books program, and robots for our STEAM lab. We are very appreciative of their support of our students and want them to feel at home at North!

1.170 Student Appearance
A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

1.180 Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations
Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse
Warning signs of child sexual abuse include the following.
Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone

- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated is unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose

- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's*

parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.215 Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

CHAPTER 2 – Attendance and Promotion

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS1, attend a civic event,2 or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.
The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Pre-arranged Absences
Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness
Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance
A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up all missed work, including homework and tests, for equivalent academic credit.

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.
Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.
The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

1. Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.
2. For up to three months after the child's birth or a miscarriage.
3. When a student must care for his or her ill child if:
    a. The child's physician, physician assistant, or advanced practice registered nurse informs the school, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and
    b. The student or the student's parent/guardian informs the school, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization informs the school in writing that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The school may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs: Ability to Opt-Out of Certain Course Content and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.

Exempting a child from using instructional material or refusing to allow a child from taking or participating in course content or a program that allows parents or guardians to object in writing and/or opt their child out of participation shall not be reason for disciplinary action or academic penalty to the student.

CHAPTER 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.15 Vandalism

The school district will seek restitution from students and their parents/guardians for vandalism or other students acts that cause damage to school property.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive "low balance" alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the "For Parents" tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

Chapter 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

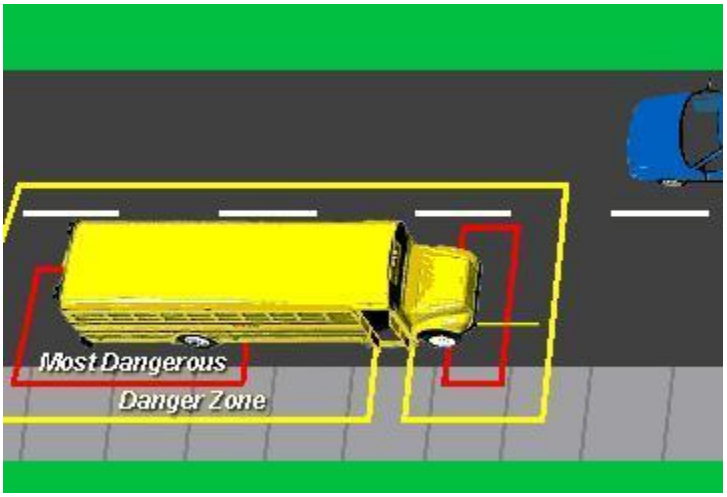
Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.

11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop Off/Pick up, Traffic Patterns, and Parking

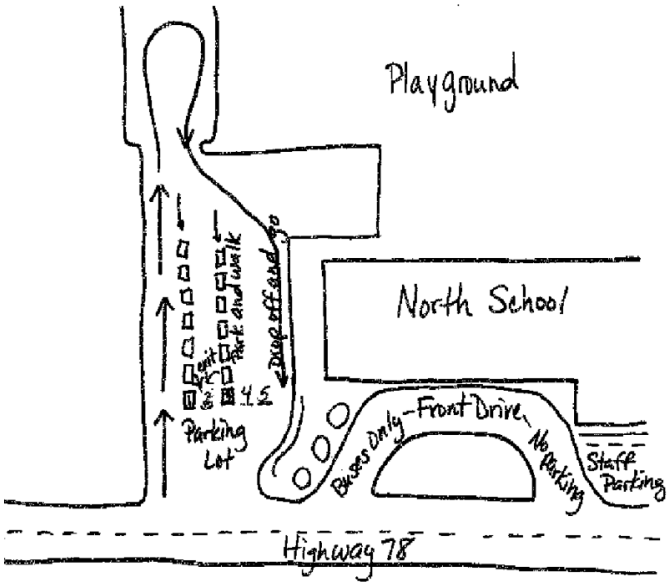
NO PARKING IS ALLOWED IN THE CIRCULAR DRIVE IN FRONT OF THE BUILDING. THE DRIVE MUST BE OPEN FOR DAYCARE VEHICLES AND BUSES ONLY.
Parking is available to the north of the building. Any cars parked in the North lot during the day must be moved at least a half hour before dismissal. The South parking lot is reserved for staff only.

Arrival by car:

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:
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.



CHAPTER 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations
Required Health Examinations and Immunizations
All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles <u>before they may attend JSD#117 schools, per school board policy.</u>

Eye Examination
All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination
All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions
A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

<u>5.20 Student Medication</u>

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication
A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, 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/or self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis
In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being

administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Emergency Aid to Students
Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

5.30 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.

Under Illinois law. any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

5.40 Safety Drill Procedures and Conduct
Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases
The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice
The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. Appropriate school staff shall be notified to intensify surveillance.
5. The heads of all students in the same classroom as the case may either be inspected, or a letter sent home notifying parents of the situation.
6. 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.
7. Any student who has been identified as a case or contact to a case of head lice may be rechecked within ten days after the initial examination. If at the recheck the student is not nit free, the head lice procedures again will be followed, beginning with the child being sent home for treatment.
8. Chronic untreated cases of head lice may be referred to the appropriate community agencies.

9. When a student violates this policy, and comes to school without clearance, proper authorities (parent(s), guardian, relative, advocate community agency, juvenile officer) will be contacted to remove the student from the building.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

5.80 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

An Article 26A Student and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

CHAPTER 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:05 a.m.; students are dismissed at 2:35 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- All students who arrive after 8:05 am must report to the office for "sign in" and a tardy pass.
- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.

- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

General School Rules

- Walk on the sidewalks and inside the building at all times.
- Treat other students with respect.
- Proceed quietly and orderly in the building during class times.
- Show respect for adults and listen to and follow their directions.
- Respect the property of others and take good care of school property.
- Use the restroom appropriately without "horseplay" or disturbing noise. Help keep them clean. Do not loiter there.
- Know and obey all other school rules and procedures.

Playground Rules

- Stay in assigned areas. Do not leave the playground without permission from the adult in charge.
- Use equipment in a safe manner according to the specific rules for each item. (ie. slide, swings, etc.)
- Stop and listen when the whistle blows.
- No food or drink on the playground.
- Show good sportsmanship and cooperation in games. Play fair. Follow the game rules.
- "Rough play" is not allowed. (ie. No tackle football, etc.)
- Throwing objects (rocks, sticks, dirt, snowballs, etc.) is forbidden. Playground balls are the exception.
- Line up promptly when the whistle is blown.
- Students wearing flip flops need a pair of tennis shoes for recess.

STUDENTS ARE EXPECTED TO GO OUTSIDE FOR RECESS, UNLESS THEY HAVE A WRITTEN EXCUSE FROM A PARENT OR PERMISSION FROM THEIR TEACHER TO STAY INDOORS. DURING INCLEMENT WEATHER, RECESS IS INDOORS. IN THE WINTER, IF THE OUTDOOR TEMPERATURE IS ABOVE 30°F (INCLUDING THE WIND CHILL FACTOR), WE TRY TO GO OUTDOORS. CHILDREN MAY BE KEPT INSIDE IF THEY ARE NOT DRESSED FOR THE WEATHER.

Indoor Recess Rules for the Classroom

- Walk directly from the classroom to the lunchroom.
- No running or chasing in the classroom.
- No throwing things, unless they are part of a teacher approved game.
- No loud or rough play.
- Put games away and be seated when time to get ready.

Other General Rules

- Keep your hands, feet, and body to yourself. (no pushing, bumping, elbowing, hitting, spitting, kicking, fighting, etc.)
- Use appropriate language. (No talking back, swearing, mean spirited teasing, name calling, etc.)
- Do not bring toys, balls, games, trading cards, purses, etc. to school without your teacher's permission.
- Any dangerous objects (knives, matches, cigarettes, chewing tobacco, caps, water pistols, lighters, balloons, etc.) will be confiscated until a parent is able to get them from school.
- Perfume, body sprays, and make-up should be applied at home, not school. No fake fingernails at school.

Damage to School Property

Students are responsible for the care of school property. Any permanent damage to, or loss of, school property will result in a fine to repair or replace the property. These items include: textbooks, library books, furniture (including bus seats, windows, chairs, desks, lockers, etc.), and other property.

Library books: If a lost book is found after it has been paid for, the money will be refunded. Any student who continues to lose or damage library books will be denied the opportunity to check out books.

Textbooks: Cost as much as $60 each when new.

Lockers: Should be treated with care, not slammed or kicked shut. Lockers should be kept in order for easy access. School Officials have the right to each locker if they have reason to believe the contents violate school rules.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

6.30 Student Behavior

Copies of all School District's policies on student behavior are available online through the School District's website on in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
    f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
    g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Students are prohibited from using electronic devices. 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, smart watch, smart glasses or other similar electronic device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a)building administration grants permission (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan. Students may use school telephones in the various offices for emergencies.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
23. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
24. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the

student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event;
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or
5. During periods of remote learning.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint in prohibited.

Corporal Punishment
Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes 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 permitted by State law.

Weapons Prohibition
A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited
"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students
The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment
Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from ~~the~~ military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying, the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence,posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member.

Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:
Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a

result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform
Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors realted to a person's alleged sexual activities.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination/Title IX Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.
Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

It is the strong recommendation of JSD 117 that students and their families carefully weigh the choice of whether to bring personal electronic devices to school. Personal electronic devices are disruptive to the learning environment, often cause discipline problems, and are all too frequently damaged, lost, or stolen. Furthermore, certain mobile device habits can contribute to health issues. If students do bring cell phones or other personal electronic devices to school, they are subject to the following policy guidelines. 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, smart watch, smart glasses 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 the school day, which begins when the student arrives for school, electronic devices must be powered-off and out-of-sight unless, **(a)** permission is granted by an administrator, **(b)** use of the device is provided in a student's individualized education program (IEP) or Section 504 plan

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), recording students without their permission, or recording altercations among students.

Students may use school telephones in the various offices for emergencies. 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 discipline 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 meet with administration to pick up the device. 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.

If a student refuses to turn in their electronic device when this policy is violated, further disciplinary action can be taken.

Section 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's *electronic networks* shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

The term *electronic networks* include all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;

2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without his/her consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the networks in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.
Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

7.50 Use of Artificial Intelligence
"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Section 8 – Search and Seizure

8.10 Search and Seizure

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

CHAPTER 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

CHAPTER 10 – Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven in effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

10.30 Exemption from Physical Education Requirement

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental
disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

Section 11 – Student Records

11.10 Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.

7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material
A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information
No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.
Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.
A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records
A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5

business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

   If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

   Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

   Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Section 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds

217-243-9411
Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

12.90 Mandated Reporters
All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

12.100 Unsafe School Choice Option
The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy
The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law
State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQ

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

Elementary Student Handbook

2026-2027



South Elementary

1700 S West Street

Jacksonville, Illinois 62650

(217) 245-5514

www.jsd117.org

We are South Elementary School, a community of learners committed to building a foundation of academic and social excellence.

Message from the Principal and Staff

Dear Parents, Guardians, and Students of South Elementary School:

This handbook, approved by the Board of Education, includes important information regarding school policies and procedures to help us accomplish our mission above. All of the information in the Jacksonville School District 117 Activities Calendar and Behavior Code also applies to South Elementary School. Parents and students should review the contents together. If you have any questions, please call the school office.

Educational success begins with a strong foundation in elementary school. The staff is dedicated to helping make this happen for each child and we have a collective responsibility to expose each child to a learning environment that prepares them for lifelong learning. In an effort to accomplish this, we must work together to build a strong relationship to best serve each student's educational needs. Open and clear communication between school and home is important to the success of our educational and social mission.

We welcome your participation and support this school year and solicit your membership in the Parent Teacher Organization (PTO). A collaborative effort will enable us to reach our collective and individual goals and celebrate the achievements of our students. Let us work together to provide a positive atmosphere and the best education possible for our students. Contact us any time if you have questions or concerns. We look forward to a great school year!

Mr. Dan Scott
Mr. Dan Scott, Principal

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CHAPTER 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.30 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Mr. Dan Scott, Principal
Mrs. Amanda Braley, Dean of Students

The school is located and may be contacted at:

1700 S West Street
Jacksonville, IL 62650
217-245-5514
www.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.
4. If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All South Elementary students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency.

Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the lasts month's payment
- Letter from manager and proof of lasts month's payment
- Letter of residence from landlord

AND

Category II (***two documents required***)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools
If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences
Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors
All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.

15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure.

Any student may file a sex equity complaint under the District's Uniform Grievance Procedure. A student may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education.

1.60 Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.
Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

School volunteers should understand the importance of confidentiality. Volunteers may see or hear things in the school setting or at school activities (field trips, school events, etc.) that are private matters and should be considered confidential. These things should only be discussed with or repeated to the volunteer's supervisor, teacher, or principal. Even if the volunteer knows the parent of a child they work with, confidential matters should not be discussed with them. These matters should go to the parent from the teacher involved or the principal. Matters of concern should be reported to the supervisor, teacher, or principal. Of course, volunteers should not take the liberty of reading or browsing through documents that are private. We honor our student's and parent's right to confidentiality. This builds the trust that is essential for the good of our school community.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home.
The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used this Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.

b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.

c. Sign the Diabetes Care Plan.

d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.
2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

South School is fortunate to have an active Parent Teacher Organization, which is made stronger through the involvement of parents, guardians, and partners in education. PTO's aim is to support students, families, faculty, and staff at South School through fundraising, special events, celebrations, and recognitions, including collection of Box Tops for Education, pack-the-house events, and Spirit Wear orders.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

1.180 Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics

- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated is unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student

- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.
Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District
The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.215 Facility Use
The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

CHAPTER 2 – Attendance and Promotion

2.10 Attendance
Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences
Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS1, attend a civic event,2 or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.
"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Pre-arranged Absences
Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness
Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a

student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up all missed work, including homework and tests, for equivalent academic credit.

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.
Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, for any reason, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, **please call the school before 8:15 a.m.** to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.
The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

1. Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.
2. For up to three months after the child's birth or a miscarriage.
3. When a student must care for his or her ill child if:
    a. The child's physician, physician assistant, or advanced practice registered nurse informs the school, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and
    b. The student or the student's parent/guardian informs the school, in writing, that the student needs to care for the child during this period.

4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization informs the school in writing that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The school may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs: Ability to Opt-Out of Certain Course Content and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.

Exempting a child from using instructional material or refusing to allow a child from taking or participating in course content or a program that allows parents or guardians to object in writing and/or opt their child out of participation shall not be reason for disciplinary action or academic penalty to the student.

CHAPTER 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks.

Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.15 Vandalism

The school district will seek restitution from students and their parents/guardians for vandalism or other students acts that cause damage to school property.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.

Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. Free or reduced price meals are available for qualifying students. For an application, contact the school. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive "low balance" alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the "For Parents" tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

Section 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

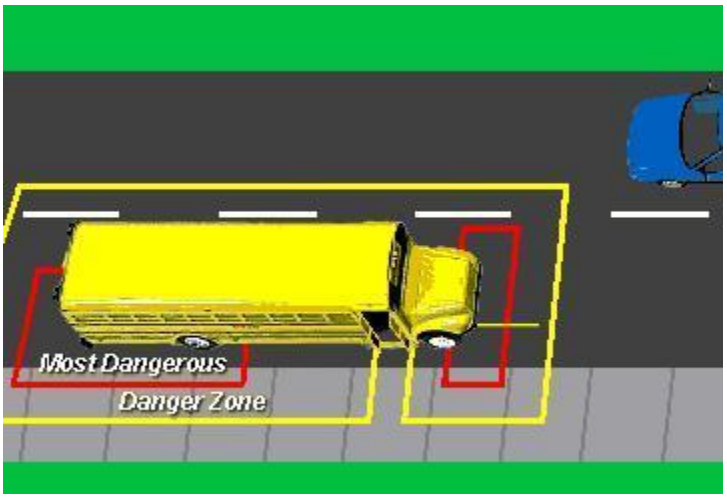
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal. Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.

7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop-Off/Pick-up, Traffic Pattern, and Parking

The traffic pattern, parking areas, and crosswalks have been established for our children's safety and will be enforced. Please help us keep all children safe by…

1. Pulling all the way up when dropping off in the morning. This reduces waiting time.
2. Using the main lot if you intend to help your child exit the vehicle in the morning. This reduces waiting as well.
3. Refraining from passing other vehicles while in line to drop off. This is dangerous to all involved.
4. Parking only within the main parking lot. Vehicles must not be parked outside the islands on the west end of the lot. This is part of the driveway and double parking creates a dangerous situation.
5. Observing and respecting the **ONE-WAY** traffic pattern.
6. Respecting crossing guards: they keep our children safe!

7. Respecting **SCHOOL ZONE SPEED LIMITS**. Offenders are reported to local law enforcement.
8. Obeying State law regarding **NO CELL PHONE USE**. Offenders are reported to local law enforcement.
9. Reserving the handicap parking space for parents/guardians who need this accessibility when leaving the vehicle to pick up their child. Children first grade or older will use the crosswalk to meet caregivers in the main parking lot.
10. Watching out for children at all times.

Students Who Walk to School

Please encourage your children to use the sidewalks and crossings provided and to refrain at all times from walking in the road and through our neighbors' yards.

At dismissal walkers should not cross the school parking lot or head west. All walkers should use only the marked crosswalks.

Students Who Ride Bicycles or Scooters

- should walk their vehicles on school grounds and across the supervised crossing area east of the school
- should NOT ride on the school sidewalks
- should ride in the same direction as traffic, staying to side of the road
- should not ride in the middle of the road or "crisscross"
- should obey traffic signs
- Bicycles should be parked in an orderly manner in the racks provided just east of the building. Bike locks should be used and will not be provided
- Skateboards, rollerblades, and hoverboards should **NOT** be brought to school

Parking

Parking is not permitted in the front circle drive during arrival and dismissal times.

Those dropping off children may do so in the front location during the following hours: 7:30 A.M.- 8:05 A.M.

Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations will be asked to move. Failure to comply may result in being ticketed and/or towed by the police.

CHAPTER 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD#117 schools, per school board policy.

Eye Examination

All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination
All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions
A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

5.20 Student Medication
Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication
A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, 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/or self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis
In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Emergency Aid to Students
Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

5.30 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.

Under Illinois law. any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

5.40 Safety Drill Procedures and Conduct
Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases
The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice
The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. Appropriate school staff shall be notified to intensify surveillance.
5. The heads of all students in the same classroom as the case may either be inspected, or a letter sent home notifying parents of the situation.
6. 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.
7. Any student who has been identified as a case or contact to a case of head lice may be rechecked within ten days after the initial examination. If at the recheck the student is not nit free, the head lice procedures again will be followed, beginning with the child being sent home for treatment.
8. Chronic untreated cases of head lice may be referred to the appropriate community agencies.
9. When a student violates this policy, and comes to school without clearance, proper authorities (parent(s), guardian, relative, advocate community agency, juvenile officer) will be contacted to remove the student from the building.

5.70 Targeted School Violence Prevention Program
Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

5.80 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

An Article 26A Student and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

CHAPTER 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:05 a.m.; students are dismissed at 2:35 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
- Students shall not run, talk loudly or yell in the hallways, nor shall they push, shove or hit others.
- Students shall not write on walls, desks or deface or destroy school property.
- Chewing gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

6.30 Student Behavior

Copies of all School District's policies on student behavior are available online through the School District's website on in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
    f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
    g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
    h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.

7. Students are prohibited from using electronic devices. 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, smart watch, smart glasses or other similar electronic device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a)building administration grants permission (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan. Students may use school telephones in the various offices for emergencies.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
23. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
24. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event;
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or
5. During periods of remote learning.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint in prohibited.

Corporal Punishment

Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes 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 permitted by State law.

Weapons Prohibition

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the Unites States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,
5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from ~~the~~ military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying, the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence,posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member.

Anonymous reports are also accepted by phone call or in writing.
Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:
Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform
Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.
Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors realted to a person's alleged sexual activities.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination/Title IX Coordinator:

Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:

Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process
Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Enforcement
Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited
Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.
Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

It is the strong recommendation of JSD 117 that students and their families carefully weigh the choice of whether to bring personal electronic devices to school. Personal electronic devices are disruptive to the learning environment, often cause discipline problems, and are all too frequently damaged, lost, or stolen. Furthermore, certain mobile device habits can contribute to health issues. If students do bring cell phones or other personal electronic devices to school, they are subject to the following policy guidelines. 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, smart watch, smart glasses 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 the school day, which begins when the student arrives for school, electronic devices must be powered-off and out-of-sight unless, **(a)** permission is granted by an administrator,-**(b)** use of the device is provided in a student's individualized education program (IEP) or Section 504 plan;

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), recording students without their permission, or recording altercations among students.

Students may use school telephones in the various offices for emergencies. 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 discipline 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 meet with administration to pick up the device. 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.

If a student refuses to turn in their electronic device when this policy is violated, further disciplinary action can be taken.

CHAPTER 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's *electronic networks* shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

The term *electronic networks* include all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without his/her consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the networks in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
    c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
    d. Is reasonably viewed as promoting illegal drug use;
    e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

CHAPTER 8 – Search and Seizure

8.10 Search and Seizure

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

CHAPTER 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

CHAPTER 10 – Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven in effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

10.30 Exemption from Physical Education Requirement

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

CHAPTER 11 – Student Records

11.10 Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material
A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information
No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records
A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

   If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

   Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

   Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
   Throughout the school year, the District may release directory information regarding students, limited to:
   - Name
   - Address
   - Grade level
   - Birth date and place
   - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
   - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
   - Academic awards, degrees, and honors
   - Information in relation to school-sponsored activities, organizations, and athletics
   - Major field of study
   - Period of attendance in school

   Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.
7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
   Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

CHAPTER 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:
- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests.

Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

12.90 Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQ

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

RICH HISTORY, BRIGHT FUTURE

Elementary Student Handbook

2026-2027



Washington Elementary

524 S Kosciusko St.

Jacksonville, Illinois 62650

(217) 243-6711

www.jsd117.org

Message from the Principal and Staff

Welcome to the 2026-27 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 safe environment for all students to succeed and learn at high levels while empowering students to be leaders.

Washington Elementary School's Mission:

Washington Elementary: Educating Tomorrow's Leaders

We want to encourage all parents to get involved in their child's education by volunteering, assisting their child with homework and participating in Parent-Teacher Organization Meetings.

Please join us in welcoming a new year full of exciting learning opportunities!

Respectfully,

Mary Camerer

Washington Elementary Principal

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CHAPTER 1 – Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.30 General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (www.jsd117.org) or at the Board office, located at

211 W. State St.
Jacksonville, IL 62650

The School Board governs the school district and is elected by the community. Current School Board members include the following:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Teresa Wilson, Secretary
Mr. Byron Pool, Member
Mrs. Heather Leonard, Member
Mrs. Sherie Trace, Member
Mrs. Brenda Stewart, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Ms. Mary Camerer, Principal
Mr. Martin Ambre, Dean of Students

The school is located and may be contacted at:

524 S Kosciusko
Jacksonville, IL 62650
217-243-6711
www.washington.jsd117.org

Chain of Command

The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

1. In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
2. If a parent or community member has completed Step 1 and feels that the issue or concerns were not remedied, they should contact the building Principal, Director of the program, or the Athletic Director.
3. If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants further discussion, the parent or community member should then contact Central Office.
4. If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

Birth Certificates

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child's birth certificate (original birth certificate must be presented - a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the State police.** All students should have a copy of their birth certificate in their permanent files.

Residency

Only students who are residents of the District may attend a District school without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency.

Residency can be established by providing school officials with the following:

Category I (***one document required***)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the 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 statement with current address
- Current homeowners/renter's insurance policy
- Receipt for moving van rental
- Mail received at new residence

Transfer of Students between Schools
If you move to an address outside this school's attendance area, you must either fill out a REQUEST FOR TRANSFER form to remain here for the rest of the year, or enroll your child in the area school in which you live. All students who do not reside in this school's attendance area **must** have an approved REQUEST FOR TRANSFER on file. These forms are available from the office. Continued approval of "transfers" cannot be guaranteed from year to year and they need to be renewed annually. Approval depends on attendance/tardy record, behavior, reason for the request, etc.

Parent-Teacher Conferences
Parent-Teacher conferences (Gr. K - 5) are scheduled for all parents in October. A second conference day in February will also be held. Parent-teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

1.40 Visitors
All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure.

Any student may file a sex equity complaint under the District's Uniform Grievance Procedure. A student may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education.

1.60 Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

1.70 School Volunteers

All school volunteers must complete the application provided through the "Secure Volunteer" portal found at www.jsd117.org and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

1.80 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Flowers and gifts sent to the school will be sent home with the parent. BIRTHDAY PARTIES AND TREATS ARE NOT PERMITTED DURING SCHOOL TIME.

Invitations may not be sent to school. Items such as these are of a personal nature and should be mailed home.

The office is unable to release addresses and phone numbers of students who are not listed in the school directory. A school Directory may not be published every year.

1.85 Treats & Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

1.90 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

1.95 Late-in/Poor Weather Days

The school board has adopted a "late-in" option for poor weather days. This schedule will be announced by the superintendent if the criteria for this type of schedule is met. If this option is used, the Elementary School doors will open 2 hours after its normal start time. Dismissal will be at its normal time. Please be sure to have your phone numbers up to date in Skyward so you will receive these important announcements on changes in our school day due to weather.

1.100 Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
c. Sign the Diabetes Care Plan.
d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

1.140 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.60 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: the organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

1. The rules and procedures under which it operates.

2. An agreement to adhere to all Board policies and administrative procedures.
3. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
4. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
5. An agreement to maintain and protect its own finances.
6. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

1.70 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

1.180 Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors
School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated is unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations
School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications: Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

1.190 Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services,* and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt*, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [*or insert lower amount*]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.215 Facility Use

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School District reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

CHAPTER 2 – Attendance and Promotion

2.10 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS1, attend a civic event,2 or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

A student who has a fever of 100 degrees or higher, or who experiences vomiting or diarrhea, may not attend school until he/she has been symptom free for 24 hours. This includes no usage of medications to control symptoms. Any presenting with these symptoms, in addition to pink eye, impetigo, and severe rashes, will be sent home until their symptom free period has expired, or they are cleared (in writing) by their physician.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students
State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Pre-arranged Absences
Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.
Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness
Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting. **Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty.** Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence Chart at the end of this handbook.

2.30 Release Time for Religious Instruction/Observance
A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up all missed work, including homework and tests, for equivalent academic credit.

2.40 Make-Up Work
If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.
Additionally, being on time for the start of any school day is very important to a child's academic success. Many Elementary School periodically reward students/classes for excellent attendance. In addition, sometimes losing privileges can help change poor attendance patterns. Students may lose non-academic privileges such as recess time when tardiness becomes excessive.

2.55 Tardiness

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day.

If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

Excessive tardiness may be reported to the truant officer by the principal.

2.60 Grading & Promotion

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

2.65 Administrative Procedures and Guidelines for Student Retention

In making retention decisions teachers and administrators shall use the District 117 Student Retention Process and Timeline. The criteria for retention outlined there shall serve as a guideline for making those decisions. There may be cases where it is in the student's best interest to be retained, even though he/she does not meet the criteria for retention. Because retention decisions must be based on objective data, the Retention Information Sheet will be utilized for all students being considered.

In the event the parent does not agree with the school's (teacher-principal) recommendation to retain a student, the building Retention Review Committee will make the final decision. Further the Retention Review Committee will decide all retention cases where the student meets the criteria for retention, but the teacher, principal, and/or parents agree that a promotion is in the best interests of the student.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

2.80 Exemption from Physical Education Requirement [K-8]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.
Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

- The time of year when the student's participation ceases; and
- The student's class schedule.

2.100 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

1. Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.
2. For up to three months after the child's birth or a miscarriage.
3. When a student must care for his or her ill child if:
    a. The child's physician, physician assistant, or advanced practice registered nurse informs the school, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and
    b. The student or the student's parent/guardian informs the school, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization informs the school in writing that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The school may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.130 Complaints About Curriculum, Instructional Materials, and Programs: Ability to Opt-Out of Certain Course Content and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum,

instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.

Exempting a child from using instructional material or refusing to allow a child from taking or participating in course content or a program that allows parents or guardians to object in writing and/or opt their child out of participation shall not be reason for disciplinary action or academic penalty to the student.

CHAPTER 3 – Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities. A FEE WAIVER DOES NOT EXEMPT A STUDENT FROM CHARGES FOR LOST AND DAMAGED BOOKS, LOCKS, MATERIALS, SUPPLIES, AND/OR EQUIPMENT.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families with Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The district office will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

3.15 Vandalism

The school district will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.

3.20 School Breakfast & Lunch Program

Breakfast is served every school day from 7:30 a.m. to 7:50 a.m. All students receive free breakfast and lunch. Milk and/or juice is included with breakfast, or may be purchased separately. Milk is $.40 and juice is $.30.
Lunch is served daily as well. A student may bring a sack lunch from home or may purchase an extra school lunch for $2.75 and/or milk for $.40. **Soda and energy drinks are not permitted**. School lunches are ordered by 8:30 a.m. If a child will be arriving late to school, parents need to notify the office to order school lunch or provide the child with lunch on that day.

Online cafeteria payment is available through Skyward Family Access. In addition, parents may send a check or cash for breakfast or lunch. Payment should be sent to school on the first day of the week when possible. Money sent to school should be sealed in an envelope and labeled with the following:

- Child's name
- Teacher's name
- Amount & Purpose

Parents and guardians may sign up to receive "low balance" alerts via email and phone. Directions for receiving alerts can be found online at www.jsd117.org under the "For Parents" tab. Unused cafeteria funds will be credited with any remaining balance rolled into the next school year.

CHAPTER 4 – Transportation

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

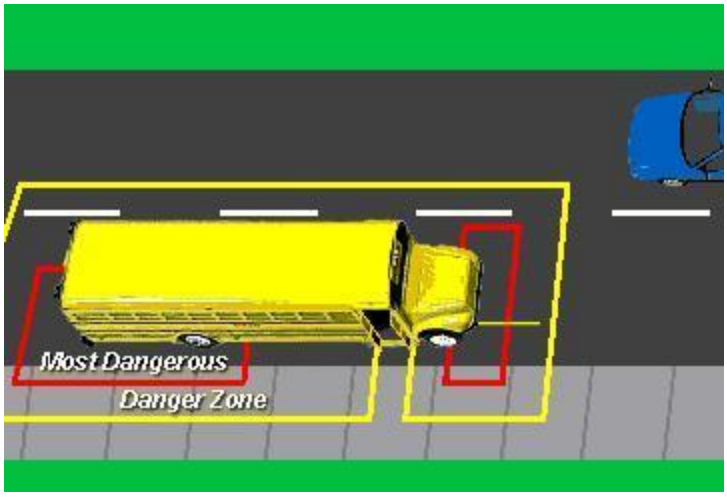
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.



Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.
For questions regarding school transportation issues, contact: Brent Dunn, Director of Transportation Department (217) 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.
A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20 Drop-Off/Pick-up, Traffic Pattern, and Parking

The school has numerous locations available for school visitor parking along the streets surrounding Washington.

Those dropping off children may do so in the front of the building in the a.m. on Kosciusko Street during the following hours: 7:30 a.m. – 8:00 a.m. Please drop off Kindergarten, First and Second grade students in the front of the building in the morning. Third, Fourth and Fifth Grade students may be dropped off in the morning behind Washington School on Fayette Street (at the crosswalk by the basketball courts). We ask that the traffic go clockwise around the school to allow students to be dropped off on the side of the road closest to Washington Elementary School.

At the end of the day, all daycare students will board their buses behind Washington School, heading South on Fayette Street. All bus students will load on the northside of Washington (heading east). Please do not park along the fence since buses will need to park there.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME (Northside of the building on Grove Street.) Bus lanes and fire lanes are clearly marked. Only staff vehicles may enter the staff parking lot at any time. Vehicles located in these locations may be ticketed and/or towed by the police.

Kindergarten and 1st Grade students, along with students belonging in a family, will be dismissed at 2:25 p.m. All students not riding a bus or daycare will stand with their teachers in front of the school (Kosciusko Street).
Parents will make two lines in the circle drive and students will be loaded after all cars come to a stop in the circle drive. Once all cars are loaded, lane one will be released, followed by lane 2. The staggered time for dismissal allows for less congestion with traffic.

CHAPTER 5 – Health and Safety

5.10 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering kindergarten or the first grade;
- Entering the sixth and ninth grades; and
- Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

All students must provide proof of immunization against measles before they may attend JSD#117 schools, per school board policy.

Eye Examination

All students entering kindergarten or the school for the first time must present proof by **October 15** of the current school year of an eye examination performed within one year. Failure to present proof by **October 15**, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All students entering kindergarten, second, sixth and ninth grades must present proof by **May 15** of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

5.20 Student Medication

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian.

No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication
A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, 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/or self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis
In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications
The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Emergency Aid to Students
Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

5.30 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.

Under Illinois law. any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

5.40 Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. Appropriate school staff shall be notified to intensify surveillance.
5. The heads of all students in the same classroom as the case may either be inspected, or a letter sent home notifying parents of the situation.
6. 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.
7. Any student who has been identified as a case or contact to a case of head lice may be rechecked within ten days after the initial examination. If at the recheck the student is not nit free, the head lice procedures again will be followed, beginning with the child being sent home for treatment.
8. Chronic untreated cases of head lice may be referred to the appropriate community agencies.
9. When a student violates this policy, and comes to school without clearance, proper authorities (parent(s), guardian, relative, advocate community agency, juvenile officer) will be contacted to remove the student from the building.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

5.80 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

An Article 26A Student and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

CHAPTER 6 – Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:30 a.m. Classes begin at 8:00 a.m.; 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 gum is not permitted in the school building.
- Skateboards are not permitted at school.
- No toys are allowed to be brought to school without teacher or administrator permission. This includes collectible cards and sports equipment as well.
- Water guns, play guns, and/or real guns are not permitted at school.
- No radios, tape players, CD players, or cameras are permitted without permission from the principal.

6.20 School Dress Code

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Because a closed toe shoe is best for all activities, NO FLIP-FLOPS, SLIDES, or SANDALS may be worn at school.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- 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.

6.30 Student Behavior

Copies of all School District's 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 tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
    f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
    g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
    h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
4. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
5. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
6. Using or possessing an electronic paging device.
7. Students are prohibited from using electronic devices. 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, smart watch, smart glasses or other similar electronic device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a)building administration grants permission (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan. Students may use school telephones in the various offices for emergencies.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
11. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.

13. Engaging in teen dating violence.
14. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
17. Being absent without a recognized excuse.
18. Being involved with any public-school fraternity, sorority, or secret society.
19. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
23. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.
24. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

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 provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Corporal Punishment

Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes 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 permitted by State law.

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 a likes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or
2. Use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs;
3. Request any person to pay protection or otherwise intimidate, harass or threaten any person;
4. Commit any other illegal act or other violation of district policies,

5. Or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students
The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment
Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from ~~the~~ military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying, the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence,posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member.

Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:
Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform
Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.
Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors realted to a person's alleged sexual activities.

Teen Dating Violence Prohibited
Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint
Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination/Title IX Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Complaint Managers:
Ms. Tami Stice, Director of Human Resources
211 W. State Street
Jacksonville, IL 62650
(217) 243-9411
tstice@jsd117.org

Mr. Tim Chipman, Principal
1901 W Lafayette Ave.
Jacksonville, IL 62650
(217) 245-5107
tchipman@jsd117.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process
Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Enforcement
Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.
Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50 Cafeteria Rules

1. Students shall not save seats for other students.
2. Students shall walk to lunch and shall be orderly and quiet during lunch.
3. Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
4. Loud talking, yelling, screaming, and other disruptions are prohibited.
5. Students shall not throw food, milk cartons or other items.
6. Students shall not trade food.
7. Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
8. Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.
11. Students shall be dismissed from the cafeteria by the lunch room supervisor.
12. Soda and other caffeinated beverages are not allowed in the cafeteria without permission from the building principal.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

It is the strong recommendation of JSD 117 that students and their families carefully weigh the choice of whether to bring personal electronic devices to school. Personal electronic devices are disruptive to the learning environment, often cause discipline problems, and are all too frequently damaged, lost, or stolen. Furthermore, certain mobile device habits can contribute to health issues. If students do bring cell phones or other personal electronic devices to school, they are subject to the following policy guidelines. 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, smart watch, smart glasses 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 the school day, which begins when the student arrives for school, electronic devices must be powered-off and out-of-sight unless, **(a)** permission is granted by an administrator,-**(b)** use of the device is provided in a student's individualized education program (IEP) or Section 504 plan

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), recording students without their permission, or recording altercations among students.

Students may use school telephones in the various offices for emergencies. 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 discipline 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 meet with administration to pick up the device. 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.

If a student refuses to turn in their electronic device when this policy is violated, further disciplinary action can be taken.

CHAPTER 7 – Internet, Technology, & Publications

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's *electronic networks* shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

The term *electronic networks* include all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
b. Using the electronic networks to engage in conduct prohibited by board policy;
c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
e. Downloading of copyrighted material for other than personal use;
f. Using the electronic networks for private financial or commercial gain;
g. Wastefully using resources, such as file space;
h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;

j. Using another user's account or password;
k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
l. Posting or sending material authored or created by another without his/her consent;
m. Posting or sending anonymous messages;
n. Creating or forwarding chain letters, spam, or other unsolicited messages;
o. Using the electronic networks for commercial or private advertising;
p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
q. Misrepresenting the user's identity or the identity of others; and
r. Using the electronic networks while access privileges are suspended or revoked.

Consequences for Inappropriate Use

1. The District may discipline a user whose personal web site or other off-site activity involving electronic technology causes, or can be reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved the use of the System.
2. The System user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts that violate this policy.
3. General standards of good behavior and communication apply when using the System.
4. Any user of the System who engages in any of the prohibited acts listed above, shall be subject to discipline which may include:
    a. Discipline as provided in the District's policies,
    b. Suspension or revocation of System privileges, and
    c. Referral to law enforcement authorities or other legal action in appropriate cases.
5. The building administrator shall have the authority to determine what constitutes inappropriate use, and his/her decision is final.
6. Illegal use of the System, intentional deletion or damage to files of data belonging to others, copyrighting violations, or theft of services will be reported to the appropriate legal authorities for possible prosecution.
7. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any port of the System. This includes, but is not limited to, uploading or creation of computer viruses.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
d. Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the networks in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
c. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
e. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School-Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
    a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
    b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
d. Is reasonably viewed as promoting illegal drug use;
e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or Incites students to violate any Board policy.

7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.
Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

CHAPTER 8 – Search and Seizure

8.10 Search and Seizure

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students Searches
School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property
If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity
Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

CHAPTER 9 – Extracurricular and Athletic Activities

Extracurricular and athletic activities are offered at the middle and high school level.

CHAPTER 10 – Special Education

10.10 Education of Children with Disabilities
It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:
Ms. Barbie Davidsmeyer, Director of Student Services
211 W. State St.
Jacksonville, IL 62650
(217) 243-7402

10.20 Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven in effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

10.30 Exemption from Physical Education Requirement

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

10.60 Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.
IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental
disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

You may also contact the following District employee for assistance: Barbie Davidsmeyer, 217-243-7402

CHAPTER 11 – Students and Family Privacy Rights

11.10 Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.
Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.

3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy may be accessed on the District's website.

11.20 Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**
   The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

   These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.**
   Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**
   A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

   If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.
Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. **The right to a copy of any school student record proposed to be destroyed or deleted.**
The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. **The right to prohibit the release of directory information.**
Throughout the school year, the District may release directory information regarding students, limited to:
    - Name
    - Address
    - Grade level
    - Birth date and place
    - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
    - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
    - Academic awards, degrees, and honors
    - Information in relation to school-sponsored activities, organizations, and athletics
    - Major field of study
    - Period of attendance in school

    Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.**
Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is:
   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington DC 20202-8520

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

CHAPTER 12 – Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR (Grades 3-5) and the Illinois 5 Essentials Survey (Grade 5).

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For information on supports and services available to homeless students, please call the Homeless Liaison at 217-243-9411.

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Curriculum at (217) 243-9411.

12.70 School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

Matt Swift
Director of Buildings and Grounds
217-243-9411

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

12.90 Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

12.100 Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to: (1) All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQ

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. The teacher is teaching under emergency or other provisional status.
c. The teacher is teaching in the field of discipline of the certification of the teacher.
d. Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregated and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law.

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Student Signature Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____ _____

Parent/Guardian Signature Date

Student/Guardian Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic 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

Guardian Acknowledgement

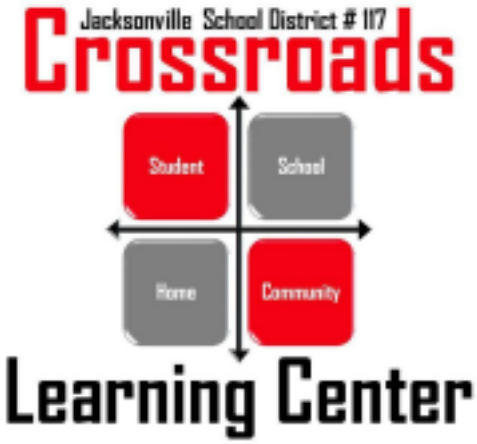
I acknowledge receiving and/or being provided electronic access to the student handbook and school board policy on student behavior. I have read these materials and understand all the rules, responsibilities and expectations.

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.

_____ _____

Guardian Signature Date



The school is located and may be contacted at:
30 N. Central Park Plaza
Jacksonville, IL 62650
217.243.0065

General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website www.jsd117.org or at the Board office, located at 211 West State Street, Jacksonville, IL.

The School Board governs the school district, and is elected by the community.

Current School Board members are:

Mr. Noel Beard, President
Mr. Mike Lonergan, Vice-President
Mrs. Heather Leonard, Member
Mr. Byron Pool, Member
Mrs. Brenda Stewart, Member
Mrs Sherie Trace, Member
Mrs. Teresa Wilson, Secretary

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent
Jill Dillard, Principal

The school is located and may be contacted at:
Crossroads Learning Center
30 N. Central Park Plaza
Jacksonville, IL 62650
217-243-0065
crossroadslearningcenter@jsd17.org

General Building Conduct

1. CLC will follow all Jacksonville School District #117 policies.

2. Students will turn in all electronic devices and all possessions upon arrival to CLC. Belongings will be stored in locked drawers and will be returned to students after successful completion of their school day.

3. Students will be "wanded" with a hand-held metal detector and searched before entering the school. Students will be required to remove their shoes during the search.

4. Students will be escorted to the restroom and water fountain.

5. Students are allowed to bring unopened or empty water bottles to school.

6. Breakfast and lunch will consist of a school meal or a packed meal brought from home. Food may not be delivered to students during the day.

7. Student interactions will be monitored and generally limited to social skills sessions.

8. The CLC dress code is consistent with that of the student's home school. If students arrive and are not dressed appropriately for school, they will be required to change into something at CLC or spend the day in isolation.

   a. Hats and coats are not allowed to be worn in the building.

   b. Clothing, jewelry and accessories must be school appropriate and not pose a potential health risk.

   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 student's torso and shoulders.

Attendance

Illinois law requires that whoever has custody or control of any child between six and seventeen years of age (by September 1st) shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session. Students must arrive no later than 9:30 a.m. for a lunch to be ordered.

Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the 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 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 guardian who willfully permits a child to be truant is in violation of State law.

Discipline for Misbehavior or Failure to Meet Expectations

Student behavior that is supportive of an atmosphere that allows all students the opportunity to meet behavior and academic goals is expected. Loss of privileges, time away from peers and/or extended time (before or after school), as well as additional consequences as outlined in the homeschool handbook, may be utilized as consequences for students who exhibit misbehavior or fail to meet academic or behavioral expectations.

Bus Transportation

The district provides bus transportation to and from school for CLC students. While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the principal. Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

Student Medication

Taking medication during school hours is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and guardian believe that it is necessary for the student to take medication during school hours, the 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 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 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 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 guardians 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. 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 guardian 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. guardians 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 guardian.

Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

a. Guardians 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 guardian.

c. The school will provide written instructions to the 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 guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

Internet Acceptable Use

All use of the electronic network must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Acceptable Use - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the district's educational objectives, or (b) for legitimate business use.

Privileges - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or building principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;

b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;

c. Downloading of copyrighted material for other than personal use;

d. Using the network for private financial or commercial gain;

e. Wastefully using resources, such as file space;

f. Hacking or gaining unauthorized access to files, resources, or entities;

g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;

h. Using another user's account or password;

i. Posting material authored or created by another without his/her consent; j.

Posting anonymous messages;

k. Using the network for commercial or private advertising;

l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and

m. Using the network while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in messages to others.

b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.

c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
e. Do not use the network in any way that would disrupt its use by other users.

f. Consider all communications and information accessible via the network to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the

user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
b. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of "public domain" documents must be provided.

c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

Use of Email - The district's email system, and its constituent software, hardware, and data files, are owned and controlled by the school district. The school district provides email to aid students as an education tool.

a. The district reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.

b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.

c. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

e. Use of the school district's email system constitutes consent to these regulations.

Search and Seizure

In order to maintain order, safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to, or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, backpacks, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services. The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to guardians of Students with Disabilities" may be obtained from the school district office.

Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

CLC EXPELLED STUDENT EXPECTATIONS

- **Daily Expectations**
  - Follow JSD117 Dress Code
  - Personal items (phone/bags/etc) will be stored in the Office
  - Attend school daily
  - Follow the daily schedule
  - Visit school assigned/approved websites only
  - Be respectful
  - Utilize no more than the 4 allowed restroom passes used anytime the student needs to leave the classroom
- **Journals**
  - Answer journal prompt with complete sentences
    - Quarter 1 - at least 3 sentences
    - Quarter 2 - at least 4 sentences
    - Quarter 3 - at least 5 sentences
    - Quarter 4 - at least 6 sentences
- **APEX**
  - Ask before printing anything
  - Do not Google answers
  - You are allowed to reset each assessment yourself once
  - Your teachers will only reset your test or quiz once, and only after you have shown them the work you've done to learn the material (study guide)
  - On assessments, you can only ask for help on 1 out of 10 questions/ 2 out of 20, etc.
- **Grades**
  - Grades will be figured with 80% academic achievement and 20% point sheet behavior score average
  - No call/no show absences will be recorded as zeroes on the point sheet
- **Quarterly Drawing**
  - Tickets:
    - 1 per point over 100 on your point sheet
    - 10 for perfect attendance each week with 90 or more on each point sheet that week
    - 2 for each participation during group
    - 3 for each 90 or above on a quiz or test
    - 2 for each 80 or above on a quiz or test
    - 1 for each 70 or above on a quiz or test

- **Lunch**
    - Throw away trash one at a time
    - Clean up your area
    - Wait to be dismissed by classroom teacher
    - The movie is an earned privilege
        - Must be checked in by 9:15 to have it
        - Must pass 2 quizzes, tests, etc. prior to lunch to have it
        - Must have appropriate behavior during lunch to keep it
        - Loss of lunch movie during lunch means you have a working lunch for the remainder of that lunch and the next day
        - You will only be allowed to have the lunch movie once you have served one complete lunch period and worked during that time without behavior issues
        - If your attendance rate is below 80%, you will have working lunches.
- **PE**
    - 20 minutes of physical activity required a day
        - Walking outside on nice days is expected
        - Failure to behave appropriately will result in an indoor activity on an individual basis
        - Indoor activities will be provided on days when the weather isn't ok to go outside
- **Earned Minutes**
    - 15 minutes are allotted to students each day for break time
    - Arriving late to school uses minutes
    - Every tally takes 1 minute away from your daily total
    - Earning 4 tallies in any box, on any day, forfeits the chance to leave early on Friday
    - Having more than 4 missing assignments, you will not be allowed to leave early on Friday
    - Each set of 4 tallies cost 5 extra points
    - You may take the minutes not used on the last day of the week if you get 4 things done on Friday
    - 75 banked minutes = 1:30pm dismissal
    - 60 banked minutes = 1:45pm dismissal
    - 45 banked minutes = 2:00pm dismissal
    - 30 banked minutes = 2:15pm dismissal
    - 15 banked minutes = 2:30pm dismissal
    - Minutes may not be rolled over if you are absent the last day of the week
    - Earned minutes will be forfeited if you are late without valid excuse. For example, if you have minutes earned on Monday but are more than 15 minutes late another day during the week, you will lose the minutes from Monday.

    - You must be present all week to use minutes on the last day of the week (unless you have a note from the doctor or court, etc.)
    - If you save all of your minutes the whole week, you will get a snack reward. You must be present 80% of the week to get a snack and/or leave early.
    - You do not earn minutes when serving in isolation.

- **End of Day**
    - Turn off your computer
    - Clean up your work area
    - Complete your reflection
    - Push in your chair
- **Leaving the Classroom Without Permission**
    - Loss of lunch movie for 3 days
    - Loss of any earned minutes from the week
- **Leaving the Building Without Permission**
    - Loss of lunch movie for 5 days (1st offense)
        - Isolation 1 day (2nd offense)
        - Isolation 3 days (3rd offense)
    - Mandatory parent meeting will be held prior to return
    - Loss of any earned minutes from the week
- **JMS Students**
    - You must pass 3 of the 4 core classes to pass the grade level (math, English, science, social studies)
- **JHS Students**
    - 24.5 credits are required to graduate (at least 6 per year)

CLC <u>SUSPENDED</u> STUDENT EXPECTATIONS

- **Daily Expectations**
  - Follow JSD117 Dress Code
  - Personal items (phone/bags/etc) will be stored in the Office
  - Talking to other students is not allowed
  - Work on assigned activity unless permission is granted
  - Visit school assigned/approved websites only
  - Complete all assignments including makeup work
- **Lunch**
  - Working lunch
  - Throw away trash one at a time
  - Clean up your area
- **End of Day**
  - Turn off your computer
  - Clean up your work area
  - Wait to be dismissed by classroom teacher
  - Push in your chair
- **Leaving the Classroom Without Permission**
  - The day will have to be redone
  - Personal items will be returned to your parent
- **Unsuccessful Day**
  - Noncompliant behavior
  - Refusal to work on assignments
  - The day will have to be redone

JACKSONVILLE HIGH SCHOOL

1211 North Diamond
Jacksonville, Illinois Phone:
(217)243-4384
Fax: (217)291-0904
JHS.JSD117.ORG



WELCOME

The mission of Jacksonville School District 117 is to provide an educational environment that promotes excellence and values every student. To do that, the faculty, staff and administration of Jacksonville High School will work in partnership with parents, the community and Central Office to provide a rigorous curriculum, a positive, supportive and safe atmosphere, an open and collaborative setting and an inviting facility as well as to promote the use of technology.

This agenda is provided to students to acquaint them and their families with the procedures, expectations and other relevant information necessary to maximize student learning and academic success. Students are expected to BE RED; respectful, engaged and dedicated. Students must meet these expectations at all school functions, activities and extracurricular activities as well as on the way to and from school. The Crimson Pride Program Matrix is detailed on the next page.

CRIMSON PRIDE MATRIX

Be RED	Respectful	Engaged	Dedicated
Classroom	Communicate positively Share classroom time with everyone Show tolerance toward others and respect ideas	Be an active learner Maintain focus on the lesson Participate and ask questions Recognize the importance of education for yourself and others	Be prepared for class Complete assignments with your best effort Work cooperatively with others Understand others learning needs Use academic supports to your advantage
Cafeteria	Keep your area clean Wait patiently in line Push in your chairs Use good manners	Make healthy food choices Recognize social differences Have your money ready when you get in line	Consider any mess your own
Commons/Hallway	Use appropriate language Stay on task - go straight to class Keep hallways clean Refrain from public displays of affection Remove hats and hoods upon entering the building	Report to class on time Walk to class	Move at an appropriate pace Keep the noise level down
Media Center	Keep food and drink outside the Media Center Use computers properly and use ear buds if you are listening to something Place backpacks along the bookshelves away from the entrance to the computer labs	Enter quietly Stay focused on work	Use the Media Center effectively and quietly Remain in work area while waiting for dismissal Remain quiet so students can concentrate on work
Restroom	Keep area clean Flush Wash hands	Return to class in a timely fashion	Use the restroom during non-instructional time
School-Wide	Use appropriate language Follow the dress code Respect the opinions of others Handle conflict appropriately Treat all people fairly	Keep your I.D. and agenda with you at all times Use school resources to succeed Contribute to the well-being of others at JHS Plan for your future college and/or career	Be involved Work cooperatively with others
Community	Follow the law Respect property	Be a positive community member	Contribute to the well-being of the community reviewed 4.7.15

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CHAPTER 1 - Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.20 Student/Parent Handbook Acknowledgment and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____
Student Signature

_____
Date

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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 Signature

_____
Date

****This form was signed during the registration process****

1.30 General School Information

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.

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 (_____) or at the Board office, located at:

_____
_____
_____
_____

The School Board governs the school district, and is elected by the community. Current School Board members are:

_____, President
_____, Vice-President
_____, Secretary
_____, Treasurer
_____, Member
_____, Member
_____, Member

The School Board has hired the following administrative staff to operate the school:

_____, Superintendent
_____, Assistant-Superintendent [if any]
_____, Principal
_____, Assistant-Principal [if any]
_____, Guidance Counselor
_____, Athletic Director
_____, [Other Administrators as necessary]

The school is located and may be contacted at:

_____
_____
_____
_____
_____

SCHOOL COUNSELORS: Audrey Brown (students last name A-F) Morgan Hansell (Students last name G-O) Megan Waterstraat (students last name P-Z)	 Ext 2239 Ext 2242 Ext 2240
SCHOOL NURSE: TBA	Ext 2244
DEAN OF STUDENTS: Mark Grounds	Ext 2262
ASSISTANT PRINCIPAL FOR STUDENT SERVICES: Ian English	Ext 2139
ASSISTANT PRINCIPAL FOR ATTENDANCE & DISCIPLINE: Adam Brockhouse	Ext 2268
ASSISTANT PRINCIPAL/ATHLETIC DIRECTOR: Ryan Van Aken	Ext 2246
SCHOOL RESOURCE OFFICER: Craig Wright	Ext 2280
PRINCIPAL: Joey Dion	Ext 2232

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 AND WEBPAGES

BUS GARAGE	217-245-6624
DISTRICT OFFICE	217-243-9411
DISTRICT WEBPAGE	www.jsd117.org

JHS WEBPAGE	www.jhs.jsd117.org

1.35 Chain of of Command: If you have questions or concerns, please contact the following in order:

Athletics	Coach Asst. Principal- Athletic Director Principal
Attendance/Discipline	Dean of Students Asst. Principal-Attendance & Discipline
College/Career Guidance	Student's Counselor Asst. Principal-Student Services
Concerns with Class or Grades	Teacher Department Chair Student's Counselor Asst. Principal-Student Services
Curriculum/Content	Teacher Department Chair Asst. Principal-Student Services
Facilities	Asst. Principal-Attendance & Discipline Principal
Personal Counseling	Student's Counselor Asst. Principal-Student Services
Safety Issues	School Resource Officer Asst. Principal-Attendance & Discipline Dean of Students Principal
Schedules	Student's Counselor Asst. Principal-Student Services

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.

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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 with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Matt Moore, Assistant Superintendent (217) 243-9411.

Any student may file a sex discrimination complaint under the District's Title IX Grievance Procedure.

Any student may file a sex equity complaint under the District's Uniform Grievance Procedure. A student may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent of Education.

1.60 Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

1.70 School Volunteers

All school volunteers must complete the "Volunteer Information Form" and be approved by the building 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.

1.80 Invitations and 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 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.

1.85 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.

1.90 Emergency School Closings
In cases of inclement weather and other local emergencies, please listen to any local radio or television station to be advised of school closings, 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

Apptegy/Thrillshare Messenger messages will also be used to communicate with parents regarding emergency school closures. Apptegy/Thrillshare Messenger is a school-to-parent notification system service that allows the District to make one phone call, record a detailed voice message, and send it immediately to parents. It is very important that parents keep the school informed of any change in telephone number.

If it becomes necessary to run bus snow routes in the rural areas, the emergency routing will be in effect for both morning and afternoon runs. Parents are urged to be at the emergency stop to pick up their children in the afternoon as drivers are instructed not to let children off unless they live close by or someone is there to pick them up.

Weather related announcements will also be published on the District's web page at www.jsd117.org. To receive these announcements via email or telephone, go to the website and sign up for Notify Me.

If school is dismissed early for an emergency of any reason, all after-school functions are reviewed by the administrative team to determine needed cancellations. Cancellations for after-school events will be sent to the same media sources and parent communication resources listed for school closures.

To secure your child's safety, you are urged to make a family plan in advance with your child(ren) in the event of an early dismissal from school.

1.100 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.

1.110 Accommodating Individuals with Disabilities
Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies
State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (000) 000-0000.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes
Students with a diagnosis of diabetes, asthma, seizures, life-threatening allergies or other long-term health concerns including mental health illnesses.

Parents/guardians need to contact their building nurse at the beginning of each school year. The building nurse will collaborate with the parent/guardian to develop an individual health care plan for the student.

If your child has diabetes, asthma, seizure disorder or a life threatening allergy, an individual health care plan must be developed. This written plan identifies the specific health care actions your child may need during school hours. It is cooperatively developed by the building nurse, parent/guardian, student and doctor. Parents/guardians are responsible for and must:

Cooperatively develop a plan with the building nurse. This will require either a meeting or phone conversation with the nurse, in addition to signatures and/or completion of individual health care plan forms.

Obtain physician instructions and/or signatures as needed

Inform the school in a timely manner of any change which needs to be made to the Care Plan on file with the school for their child.

Inform the school in a timely manner of any changes to a parent's/guardian's contact numbers or emergency contact numbers.

May be required to grant consent for and authorize designated School District representatives to communicate directly with healthcare providers involved in the child's health care.

For further information, please contact the school nurse or the principal. Parents providing accurate and timely information to the school will allow the school district to review all available resources to best serve the student's needs.

1.140 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.150 Accommodating Breastfeeding Students

Students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant.
2. Permission to bring onto school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child, or attend to health needs associated with breastfeeding (including eating, drinking, or using the restroom).
6. The opportunity to make up work missed due to the student's use of reasonable accommodations for breastfeeding.

Complaints regarding violations of this procedure should be made to the District's Complaint Manager or Non-Discrimination Coordinator.

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal

obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The school will not prohibit students from wearing or accessorizing the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

1.180 Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss
- Behavioral signs:
- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use
-

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated as unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults
-

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space
-

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:
National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications

Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.[1]

1.190 Prevention of Anaphylaxis
While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.200 Sexual Abuse Response and Prevention Resource Guide
The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services: Meal Charge Notification
The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, Free and Reduced-Price Food Services, and 4:140, Waiver of Student Fees. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, Free and Reduced-Price Food Services. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [or insert lower amount]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.215 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.

1.230 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.

CHAPTER 2 - Attendance, Promotion, & Graduation

2.10 Attendance

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.

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences

Subject to specific requirements in State law, the following children are not required to attend public school: **(1)** any child attending a private school (including a home school) or parochial school, **(2)** any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), **(3)** any child lawfully and necessarily employed, **(4)** any child over 12 and under 14 years of age while in confirmation classes, **(5)** any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and **(6)** any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS1, attend a civic event,2 or other reason as approved by the building principal. For students who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.[3]

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 [phone number] before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

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"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.[4]

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.[5]

2.25 Other Attendance Practices

Pre-arranged Absences

Families should use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work. Forms are available in the school office. Upon completion of the form, the Assistant Principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement.

It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected.

It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting.

Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence chart at the end of this handbook

The State Board of Education has directed all schools, on days interrupted for inclement weather causing dismissal before 1:45 p.m., to record students that attend school for any time "less" than the full time school is in session, on the interrupted day, absent for the entire day.

Mandated Absences due to Illness

There are times a student cannot attend school due to illness. Mandatory absences for District 117 Schools include a body temperature of 100.4 degrees or higher, repeatedly vomiting, frequent episodes of diarrhea, a draining wound that cannot be contained within a dressing, a communicable skin infection (such as ringworm, conjunctivitis, impetigo, scabies) until it has been treated with antibiotic/antifungal for 12 hours, reportable communicable diseases or if there is documentation from the doctor that mandates a student cannot attend. There may be additional situations in which the building nurse may use nursing judgment to deem it necessary for the student to not be in attendance. In non-mandatory situations, the decision to send a student home ill from school is based on the nurse's assessment of the situation and in collaboration with the parent/guardian.

Notification of the School

In the event of any absence, the student's parent or guardian is required to notify the school before 8:00 a.m. to explain the reason for the absence. If notification has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will document a call to the parent or guardian to inquire why the student is not at school. In the event that communication does not occur between the parent/guardian and the school, the student will be required to submit a signed note within 48 hours of the recorded absence. The note should include: student name, parent name, date of absence, reason for absence, and parent signature. Failure to do so shall result in an unexcused absence.

1. Students must be in their classrooms by the last tone of the bell.
2. Students who are more than 5 minutes late to class must sign in at the Attendance Office and get a pass before going to class. 563
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.

2.30 Release Time for Religious Instruction and Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up all

2.40 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. Therefore, it is important to be in attendance at school.

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.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Truant- Students who miss more than 1 % but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant.

Chronic Truant- Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action.

Truancy Calendar - Any period of the past 180 days of school attendance in which a student is enrolled in school. This calculation could result in the overlapping of 2 academic school years.

Parents will receive notice of truancy after 3, 6, and 9 days of unexcused absence. Upon the 6th unexcused absence or tardy, a truancy packet is completed and sent to the Truant Officer at the Regional Office of Education.
It is the policy of this District that no punitive action, including out-of-school suspensions, expulsions, or court action is taken against a student who is a chronic or habitual truant solely for such truancy unless available supportive services and school resources have been offered to the student and he/she has failed, within a reasonable time, to correct the behavior. Law supports that a student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

Parents who are negligent of their child's right to a free public education will be referred to the Truant Officer at the Regional Office of Education for possible prosecution by the Morgan County State's Attorney. A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine of up to $1500.

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.

2.55 Schedule Changes

Students are encouraged to register for subjects they want and need before the master schedule is finalized at the end of the school year. The course description guide should help you determine what to expect in advance as well as information pertaining to course offerings that align with post-secondary goals.

A schedule change request can be made within the first five school days of the fall semester. Schedule changes will be made for the following reasons:

1. Successful completion of a summer school course
2. Not meeting a prerequisite course requirement
3. Master schedule conflicts
4. Courses needed to meet graduation requirements
5. A missing requirement for university admissions or post-secondary plan
6. Incomplete schedule

Once second semester has begun, students may request one schedule change for second semester under the following parameters:

Students may replace a yearlong course with a semester-long class with administrative approval if the first semester was not completed successfully because the course material was beyond the scope of the student's ability level.

Students currently enrolled in a study hall second semester may enroll in a second semester class.

Students enrolled in a course where multiple levels of the course exist may request a level change within the first six days of the semester. Level changes will be a team decision with the teacher, counselor, student, and parent. This decision will be based upon past class performance and post-secondary goals.

2.60 Grading and Promotion

School report cards are issued to students on a _____ 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.

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

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d. Any non-weighted courses will count until six courses are counted
e. Transcripts will be reviewed by administration to determine which classes will count
f. More than 6 classes will count if the number of b & c total more than 6 in any semester

Grade Point Average (GPA)

Except for accelerated courses, the GPA at Jacksonville High School is based on the following scale:

A=4 points B=3 points C=2 points D=1 point F=0 points

Honors courses are figured on the following scale:

A=5 points B=4 points C=3 points D=1 point F=0 points

Advanced Placement courses are figured on the following scale:

A=5.5 points B= 4.5 points C=3.5 points D=1.5 point F=0 points

Report Cards

A report card is available at the end of each mid-term and quarter on Pac Family Access showing the quality of the student's work in each course. Parents are encouraged to make an appointment with teachers, counselors, or administrators whenever there is a concern.

PaC SKYWARD FAMILY ACCESS™

Parents of students in grades 3 through 12 are able to access student information online. Jacksonville School District 117 utilizes a web-based service that allows parents and authorized family members to view attendance records, schedules, assignments, progress reports, and basic health information. JHS and Turner parents can also access food service account information. The site contains email links to provide parents direct communication with staff members. PaCFamilyAccess™ assures each family's privacy with secure logins and passwords.

To access this service, parents must have Internet access and be using the most recent version of Internet Explorer or Firefox. If you go to the District home page (www.jsd117.org/) there is a login link for PaCFamilyAccess™. A direct link to the site may also be found on the JHS web site. (jhs.jsd117.org)

If you need assistance, contact the Student Services Office at 243-4384 ext. 2243.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.[1]

Students who are absent from school for a valid cause (an excused absence) may make up missed homework in a reasonable timeframe.[2]

2.80-HS Physical Education

All students are expected to dress for PE unless they have a doctor's excuse. Each student's grade will be based on attendance, dress, participation, skill, written and fitness tests, behavior and observation of health and safety rules. A student must pass four of the six activity units each semester by complying with the above requirements and passing the written test for each unit. Each student is responsible for any work missed and must make arrangements with the teacher for completing the work. Make-up work for all missed classes must be arranged with the PE teacher. The key to successful completion of PE is participation.

Exemption From PE Requirement [HS] (Regular Education)

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

A student in grades 9-12 may submit a written request to the building principal requesting to be excused from physical education courses for the reasons stated below:

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program;

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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).

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;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education, as outlined above or in Handbook Procedure 10.30.3

2.85 Driver Education

As per Illinois State Code, students must have passed a total of 8 classes the two previous semesters and must be at least 15 years of age by the following cutoff days to take Driver education; 1st semester – November 30th, 2nd semester – March 31st, summer – July 31st. In accordance with action taken by the District 117 Board of Education, a $250 fee ($100 for classroom and $150 for behind-the-wheel) is to be assessed for each student enrolled in Driver Education. This fee will be collected at registration. Any student who is eligible for a waiver of fees for textbooks during the regular school year will be eligible for a waiver of this fee. There is also a $20.00 fee paid to the Secretary of State for the instruction permit. Jacksonville High School does not accept out-of-district tuition students in the Driver Education program other than Routt and Westfair students.

Students cannot receive credit in the driver education classroom phase if they have missed more than two classes. However, it is possible that students may miss more times due to an illness, death in the family, etc., and the absence would not be their fault. In a case such as this, students can make up as many as three classes in the after-school classroom. Therefore, students who miss no more than five days can make up the time; if students miss more than five days they will be dropped from Driver Education.

2.90 Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement
Credit for Non-District Experiences1

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College or high school courses offering dual credit at both the college and high school level.2
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program.
7. Credit earned in a Vocational Academy.

Students must receive pre-approval from the building principal or designee to receive credit for any non-District course or experience. The building principal or designee will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses. Students are responsible for **(1)** providing documents or transcripts that demonstrate successful completion of the experience, and **(2)** taking a proficiency examination, if requested. The building principal or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

Students who do not otherwise meet a community college's academic eligibility to enroll in a dual credit course taught at the high school may enroll in the dual credit course, but only for high school credit.3

Proficiency Credit

Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details. 567

Substitutions for Required Courses[4,5]

Vocational or technical education. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The building principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.
3.

Registered apprenticeship program.[6] A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program listed by the school district. Students may find a registered, but not listed, apprenticeship program with a business or organization if a registered apprenticeship program is not offered in the school district.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Accelerated Placement [2, 3, 4, 5]

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented.

For each student who exceeds State standards in English language arts, mathematics, or science on a State assessment, the school district is required by State law to automatically enroll the student in the following school year in the next most rigorous level of advanced coursework offered by the high school as follows:

a. A student who exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
b. A student who exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
c. A student who exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science. [6, 7]

2.95 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.

2.100 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

1. Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.
2. For up to three months after the child's birth or a miscarriage.
3. When a student must care for his or her ill child if:
    a. The child's physician, physician assistant, or advanced practice registered nurse informs the school, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and
    b. The student or the student's parent/guardian informs the school, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization informs the school in writing that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The school may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

For information on home or hospital instruction, contact: Special Services (217) 243-7402.

2.110 Early Graduation [HS]

The Mission of Jacksonville High School speaks of a "community of learners" whose charge is to "develop college and career ready individuals." We at JHS firmly believe that the best path for students to achieve college and career readiness is to complete eight semesters of high school. To that end, consideration of so-called Early Graduation should not be approached lightly or without serious discernment. According to policy, a student may apply to "graduate" at the end of his/her seventh semester, based on the following criteria:

1. Submit paperwork, signed by student and parent(s), within the established deadlines (due by May 31st of student's junior year); (due within the first 5 days of the fall semester of the student's senior year)
2. Attain 20.5 credits by the last day of student attendance of the sixth semester and fulfill all of the Illinois School Code and local graduation requirements (usually the end of May);
3. Provide letter of employment, military enlistment, internship, or enrollment to a post-secondary institution, or proof of familial move out of the district.

No more than three correspondence courses (i.e., APEX) will be accepted for "early graduation." Additionally, students finishing after seven semesters will not be eligible to participate in Spring Sports, extra-curricular activities, or attend exclusive school events, such as Prom, unless as the guest of a current JHS student. Students will receive diplomas at commencement in May. A student considering high school completion in seven semesters should make an appointment to meet with his/her school counselor.

2.120 High School Graduation Requirements [HS]

To graduate from high school, unless otherwise exempted, each student is responsible for:

- Completing all State mandated graduation requirements listed
- Completing all District graduation requirements that are in addition to State graduation requirements.2
- Passing an examination on patriotism, principles of representative government, and proper use and display of the American flag;
- Participating in the State assessment required for graduation.

State Mandated Graduation Requirements

1. Four years of language arts.
2. Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
3. Three years of mathematics, one of which must be Algebra I and one of which must include geometry content and one of which may be an Advanced Placement computer science course.
4. For students entering high school through the 2023-24 school year, two years of science. For students entering high school beginning with the 2024-25 school year, two years of laboratory science.
5. Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government. Within the two years of social studies requirement, one semester of civics is required.
6. One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, (D)

career and technical education, or (E) forensic speech (speech and debate). A forensic speech course used to satisfy the course requirement for language arts may not be used to satisfy the course requirement under this subdivision (f).
7. One semester of health education.
8. Physical education classes.3
9. A course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag.
10. Nine weeks of consumer education.
11. For students first entering high school in the 2022-23 school year, one year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject and which may be counted toward the fulfillment of other graduation requirements.
12.

The above requirements do not apply students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempted from participation in certain courses in accordance with State law.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

1. File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.

2. File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement.

A school district must award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

2.121 Student FAFSA Contact

Assistance with FAFSA Application

The following individual(s) has/have been designated by the school to assist senior students with questions related to the Free Application for Federal Student Aid (known as FAFSA) or to refer senior students to other appropriate resources.

The school offers a variety of services aimed at helping senior students complete FAFSA paperwork, including the opportunity to receive help during the school day in completing the student's portion of the FAFSA application.

FAFSA Contact Person:

_____

_____

_____

2.130 Complaints About Curriculum, Instructional Materials, and Programs: Ability to Opt-Out of Certain Course Content and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.

Exempting a child from using instructional material or refusing to allow a child from taking or participating in course content or a program that allows parents or guardians to object in writing and/or opt their child out of participation shall not be reason for disciplinary action or academic penalty to the student.

2.140 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.

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.

CHAPTER 3 - Student Fees and Meal Costs

3.10 Fees, Fines & Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. 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 same income guidelines, with the same limits based on household size, that are used for the federal free meals programs;
2. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line;
3. The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

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 or an appeal of the District's decision to deny a fee waiver 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 reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.3

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

3.15 Vandalism

The school district will seek restitution from students and their parents/guardians for vandalism or other students acts that cause damage to school property.

3.20 School Lunch Program

Jacksonville High School participates in the USDA sponsored school lunch/breakfast program. Please complete an application annually to ascertain whether your child qualifies for free or reduced breakfast/lunch per the guidelines established by the USDA.

Jacksonville High School uses a computerized debit point of sale system. A Biometric Finger ID system is used to identify students at Jacksonville High School and Jacksonville Middle School. For your student to use this system, the parent/guardian needs to sign and return a consent form which authorizes District 117 to scan your student's finger. If the student is enrolled in the Biometric Finger ID system at Jacksonville Middle School, their information is transferred to Jacksonville High School upon graduation. Skyward Family Access allows you to monitor your student's account and make payments using Credit/Debit cards. A convenience fee is charged for this service. Payments can be made by check or money order in the Main Office at JHS or in the Cafeteria during meal service.

1. Jacksonville High School is a "closed campus." Students may not leave campus for lunch except with the permission of administration.
2. Lunch options include sack lunch, school hot lunch, or school snack line.
3. All students must remain in the cafeteria at lunch.
4. Students are responsible for clearing their own table. All trays and silverware must be returned to the window.
5. Food may not be ordered or brought in from an off-campus restaurant for or by students.
6. Food or drink in general is not allowed in the hallway or classroom after 8:05 a.m. Water is allowed during the school day.

CHAPTER 4 - Transportation & Parking

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

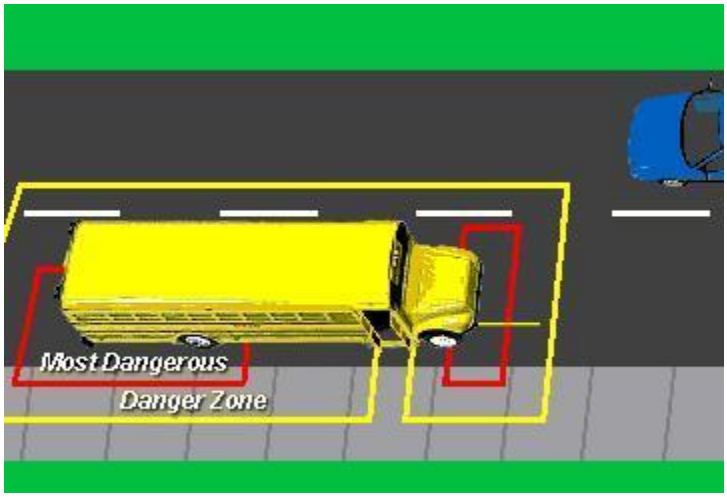
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

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: 245-6624.

For questions regarding school transportation issues, contact: _____.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20-HS 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.

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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.

CHAPTER 5 - Health and Safety

5.00 Health Center Guidelines

The nurse's office, located in the Student Services Department, is open daily from 7:50AM to 3:45PM. If a student becomes ill while at school, he/she should ask the teacher for a pass to the nurse's office.

The student also has the option to sign up using the student entry screen via a computer located on the counter within the Student Services Department. The student would enter their student ID and the reason that they need to see the nurse. All information ikept confidential. The nurse will triage student requests and a pass will be sent for the student as soon as possible. Only one student will be allowed in the nurse's office at a time.

All students who are ill must report to the nurse. DO NOT CALL OR TEXT HOME IF YOU ARE ILL. The nurse must speak with the parent/guardian before a student can go home. Please remember, the nurse will always call the parent/guardian if the student requests to talk to them. Students who leave school due to illness without verification from the nurse will be given an unexcused absence and a disciplinary consequence.

Students who have a fever of 100 degrees or higher, who are repeatedly vomiting, or who have an infectious illness such as impetigo, pinkeye or scabies will be required to go home. For all other health issues, the nurse will assess the student and after conferring with the student and possibly a parent/guardian, a decision will be made regarding the student going home. The nurse will provide comfort measures as available but all students need to remember just because you don't feel "great", does not mean a student cannot be in attendance and participate in school.

Please refrain from going to the nurse for problems that should be taken care of at home or in a physician's office. The nurse's office is intended for care of students with acute illness or for students who have first aid needs.

5.10 Immunization, Health, Eye & Dental Examination

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 year1 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.

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.

5.20 Student Medication

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, 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/or 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).

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

5.30-HS 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. Under Illinois law, any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

The guidance program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of counselors to develop class schedules that meet the student's career objectives. High school juniors and seniors have the opportunity to receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

5.40 Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

- 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.

5.50 Communicable Disease

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. Appropriate school staff shall be notified to intensify surveillance.
5. The heads of all students in the same classroom as the case may either be inspected, or a letter sent home notifying parents of the situation.
6. 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.
7. Any student who has been identified as a case or contact to a case of head lice may be rechecked within ten days after the initial examination. If at the recheck the student is not nit free, the head lice procedures again will be followed, beginning with the child being sent home for treatment.
8. Chronic untreated cases of head lice may be referred to the appropriate community agencies.
9. When a student violates this policy, and comes to school without clearance, proper authorities (parent(s), guardian, relative, advocate community agency, juvenile officer) will be contacted to remove the student from the building.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

5.80 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

An Article 26A Student and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

CHAPTER 6 - Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before __:___ a.m. and classes begin at __:___ a.m. and students are dismissed at __:___ 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.

6.20 School Dress Code & Student Appearance

Part of the mission at JHS is to prepare students to be career ready. Therefore, students should dress for success. Students at Jacksonville High School are expected to be dressed appropriately. It should not interfere with, disrupt, or distract from the educational environment. Violation of the guidelines will result in the student surrendering the item, being sent home to change and/or assignment of a disciplinary consequence. The time missed to go home to change or to wait for someone to bring clothes is unexcused. Teachers reserve the right to incorporate rules for safety that apply to their classroom circumstances. **Administration reserves the right to decide what is considered inappropriate.**

1. Students should be easily identifiable. No clothing, accessories, or make-up should obscure your identifiable features.
    a. Hats, hoods, bandanas, head coverings, du-rags, and sunglasses are not to be worn in the building.
    b. Safety glasses are not to be worn outside of the classes that require them.
    c. Face painting, unless authorized by the administration, is prohibited.
2. Students should wear appropriate hard sole shoes at all times for safety. Slippers are prohibited.

3. Students should wear clothing items that completely cover any undergarments.Pajama Pants and onesies are prohibited. See-through material needs to have appropriate clothing underneath.
    a. Students should wear shirts that completely cover the torso, including the stomach, chest, and back. Shirts should have appropriate support on both shoulders.
    b. Students should wear shorts, skirts, and dresses that do not expose undergarments and do not interfere with the normal activities of a school environment.
    c. Blankets and inappropriate accessories are not acceptable (i.e. stuffed animals, pillows, etc.).
4. Apparel that identifies a student as a member of a gang or a secret society or interferes with the ability of others to identify the student will not be permitted.
5. Students should wear clothes, jewelry, and other accessories that are free of designs/inscriptions/markings which may be interpreted as being vulgar, inflammatory or suggestive. A student's appearance should not promote the idea of substance use or abuse, sexual behavior, or other vulgar or suggestive symbols. Pocket chains, necklaces, piercings or spiked jewelry may be considered a physical danger to the student or to other students and may be confiscated.

Jacksonville High School Dress Code

Jacksonville High School's Dress Code is a key component for preparing students for college and career readiness. Adherence to a dress code is an important part of the workplace to promote professionalism, safety and security

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 to discipline.

6.30 Student Behavior

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    - 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. Students are prohibited from using electronic devices. 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, smart watch, smart glasses or other similar electronic device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a)building administration grants permission (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan. Students may use school telephones in the various offices for emergencies.
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.
20. Sexting, which, for purposes of this procedure, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

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.
6.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Corporal Punishment

Corporal punishment is prohibited in all circumstances. Corporal punishment is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim or set an example for others. It includes 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 permitted by State law.

Weapons Prohibition 580

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.
3.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: **(1)** wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or **(2)** use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; **(3)** request any person to pay protection or otherwise intimidate, harass or threaten any person; **(4)** commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying, the distribution by electronic means of a communication to

more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence,posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator:

_____
Name

_____
Address

_____
Phone Number

_____
Email Address

Complaint Managers:

_____ _____
Name Name

_____ _____
Address Address

_____ _____
Phone Number Phone Number

_____ _____
Email Address Email Address

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.[3]

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process
Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's

Uniform Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful
discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to:

https://dhr.illinois.gov/about-us/contact-idhr.html or
call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited
Harassment Prohibited
No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being

homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited
Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors realted to a person's alleged sexual activities.

Teen Dating Violence Prohibited
Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint
Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Nondiscrimination/Title IX Coordinator:
Mr. Matt Moore, Assistant Superintendent
211 W. State Street
Jacksonville, IL 62650
(217) 243-6411
mmoore@jsd117.org

Nondiscrimination Coordinator:

_____
Name: Adam Brockhouse

_____
Address: 1211 North Diamond Street

_____
Phone Number: 217-243-4384

_____
Email Address : abrockhouse@jsd117.org

Complaint Managers:[1]

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_____

1

Name: Ian English	Name: Mark Grounds
Address: 1211 North Diamond Street	Address: 1211 North Diamond Street
Phone Number: 217-243-4384	Phone Number: 217-243-4384
Email Address: ienglish@jsd117.org	Email Address: mgrounds@jsd117.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50-HS1Cafeteria Rules [HS-Closed Lunch]

Lunch Rules

Students may not leave campus during lunch, except with permission granted by administration or authorized staff. During lunch, students must proceed directly to the cafeteria or designated lunch area, and, after getting their lunch, shall immediately sit in a chair at a table. Students shall remain seated until the lunch tone rings, at which point they shall clean the area in which they are seated, dispose of any trash in the appropriate receptacle, and exit the cafeteria to their assigned location. Students shall follow all cafeteria rules during lunch.Cafeteria Rules

- Students shall not save seats for other students.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food or drinks.
- Students shall not trade food.
- Vending machines are provided for student convenience. Students shall not misuse, abuse, attempt to dismantle or cheat the machine, and must wait in line to use the machines. Students may not save spots in line, cut in line, or otherwise cheat or intimidate their way into line.
- Students shall not save places in line, cut in line, or otherwise cheat or intimidate their way into line for food service.
- Students shall not leave the cafeteria until after the appropriate tone rings, or otherwise directed by staff.
- Students shall follow the instructions of the cafeteria aides and other staff and show proper respect toward all cafeteria personnel.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.

Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

It is the strong recommendation of JSD 117 that students and their families carefully weigh the choice of whether to bring personal electronic devices to school. Personal electronic devices are disruptive to the learning environment, often cause discipline problems, and are all too frequently damaged, lost, or stolen. Furthermore, certain mobile device habits can contribute to health issues. If students do bring cell phones or other personal electronic devices to school, they are subject to the following policy guidelines. 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, smart watch, smart glasses 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 the school day, which begins when the student arrives for school, electronic devices must be powered-off and out-of-sight unless, **(a)** permission is granted by an administrator, **(b)** use of the device is provided in a student's individualized education program (IEP) or Section 504 plan.

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), recording students without their permission, or recording altercations among students.

Students may use school telephones in the various offices for emergencies. 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 30 minute detention 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 60 minute 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 60 minute 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 discipline 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 meet with administration to pick up the device. 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.

If a student refuses to turn in their electronic device when this policy is violated, further disciplinary action can be taken.

6.90 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.

CHAPTER 7 - Internet, Technology & Publications

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.

Terms and Conditions

The term electronic networks includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use – Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges – Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use – The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

1. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
2. Using the electronic networks to engage in conduct prohibited by board policy;
3. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
4. Unauthorized use of personal removable media devices (such as flash or thumb drives);
5. Downloading of copyrighted material for other than personal use;
6. Using the electronic networks for private financial or commercial gain;
7. Wastefully using resources, such as file space;
8. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
9. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
10. Using another user's account or password;
11. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
12. Posting or sending material authored or created by another without his/her consent;
13. Posting or sending anonymous messages;
14. Creating or forwarding chain letters, spam, or other unsolicited messages;
15. Using the electronic networks for commercial or private advertising;
16. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
17. Misrepresenting the user's identity or the identity of others; and
18. Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

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 the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the networks in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification – By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security – Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism – Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.
Telephone Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules – Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of public domain documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

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 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.
3. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those acceptable uses as detailed in these procedures. Internet safety is supported if users will not engage in unacceptable uses, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: **(1)** obscene, **(2)** pornographic, or **(3)** harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

7.20 Guidelines for Student Distribution of Non-School Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.

4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.

Students must not distribute material that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to the 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;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students;1 or
6. Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.25 Guidelines for School-Sponsored Publications, Productions and Websites [HS]

School-sponsored publications, productions and websites are governed by the Speech Rights of Student Journalists Act, school board policies and the student/parent handbook. Student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate; and
6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwanted invasion of privacy;
3. Violates Federal or State law, including the constitutional rights of third parties; or
4. Incites students to (a) commit an unlawful act; (b) violate any school district policy or student handbook procedure; or (c) materially and substantially disrupt the orderly operations of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Building Principal and/or student media advisers may review, edit, and delete such media material before publication or distribution of the media.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the School, District or an expression of Board policy.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that: 589

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: **(1)** accessing or distributing forbidden material, or **(2)** for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: **(1)** causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or **(2)** interferes with the rights of other students or staff members.

7.30 BYOT Program
Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct

Our school allows students to participate in a curriculum-based Bring Your Own Technology (BYOT) Program. A Parent/Guardian must authorize their student's participation in the program by completing the Participation in Bring Your Own Technology (BYOT) Program Responsible Use and Conduct Agreement. Your student must also sign the Internet Acceptable Use agreement to participate in the program. The violation of any laws, school board policies or student handbook procedures while participating in the program may result in the loss of your student's privilege to participate in the program and other discipline. Remember that you are legally responsible for your student's actions.

The teacher's role is that of instructor in your student's classroom. Teachers cannot spend time fixing technical difficulties with BYOT devices. Parents/guardians and their students share the responsibility for technical support and providing a properly charged BYOT device. If a BYOT device has technical difficulties: **(1)** a school-owned device may be provided, if available, or **(2)** students may be asked to partner with another student who has a functioning BYOT device during a lesson. The school also expects you and your student to keep the BYOT device free from viruses, malware, and/or any other harmful programs that could damage the school district's electronic network. Finally, the right to privacy in your student's BYOT device is limited while it is on any school property.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act
School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take 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 and student ID number

- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases

- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information
-

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator.

Students may use AI as authorized in their Individualized Education Program (IEP).Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

7.60 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.

CHAPTER 8 - Search and Seizure

8.10 Search and Seizure

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: **(a)** Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; **(b)** Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and **(c)** If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

CHAPTER 9 - Extracurricular and Athletic Activities

9.10 Extracurricular and Athletic Activities Code of Conduct

This Extracurricular and Athletic Activities Code of Conduct applies, where applicable, to all school-sponsored athletic and extracurricular activities that are not part of an academic class nor otherwise carry credit for a grade.

Requirements for Participation in Athletic Activities

A student must meet all academic eligibility requirements and have the following fully executed documents on file in the school office before being allowed to participate in any athletic activity:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's "Pre-Participation Physical Examination Form."2
2. A permission slip to participate in the specific athletic activity signed by the student's parent/guardian.
3. Proof the student is covered by medical insurance.
4. A signed agreement by the student not to ingest or otherwise use any drugs on the IHSA's most current banned substance list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent/guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program.3
5. A signed agreement by the student and the student's parent/guardian authorizing compliance with the School District's Extracurricular Drug and Alcohol Testing Policy;4 and
6. Signed documentation agreeing to comply with the School District's policies and procedures on student athletic concussions and head injuries.
7. College Visits. One day will be allowed during a student's junior year and two days will be allowed during a student's senior year.

Illinois High School Association

Eligibility for most athletics is also governed by the rules of the Illinois High School Association and, if applicable, these rules will apply in addition to this Extracurricular and Athletic Activities Code of Conduct. In the case of a conflict between IHSA and this Code, the most stringent rule will be enforced.

Academic Eligibility

Selection of members or participants in extracurricular and athletic activities is at the discretion of the designated teachers, sponsors, and coaches.

In order to be eligible to participate in extracurricular and athletic activities, a student must maintain an overall ____ grade point average.6 Any student failing to meet academic requirements will be suspended from the sport or activity for ____ calendar days or until all academic requirements are met, whichever is longer.[7]

Absence from School on Day of Extracurricular or Athletic Activity

A student who is absent from school after noon is ineligible for any extracurricular or athletic activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made by the designated teacher, sponsor or coach for justifiable reasons, including: **1)** a pre-arranged medical absence; **2)** a death in the student's family; or **3)** a religious ceremony or event.

A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension.

A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the designated teacher, sponsor or coach.

Travel

All students must travel to extracurricular and athletic activities and return home from such activities with his or her team by use of school approved transportation. A written waiver of this rule may be issued by the teacher, sponsor or coach in charge of the extracurricular or athletic activity upon advance written request of a student's parent/guardian and provided the parent/guardian appears and accepts custody of the student. Oral requests will not be honored and oral permissions are not valid

Code of Conduct

This Code of Conduct applies to all extracurricular and athletic activities and is enforced 365 days a year, 24 hours a day.[8]

This Code does not contain a complete list of inappropriate behaviors. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations. A student may be excluded from extracurricular or athletic activities while the school is conducting an investigation into the student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the Student Assistance Program for alcohol or other drug problems. Participation in an alcohol or drug counseling program will be taken into consideration in determining consequences for Code of Conduct violations.

The student shall not:

1. Violate the school rules and School District policies on student discipline including policies and procedures on student behavior;
2. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute a beverage containing alcohol (except for religious purposes);
3. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute tobacco or nicotine in any form;
4. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute any product composed purely of caffeine in a loose powdered form or any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;
5. Use, possess, buy, sell, offer to sell, barter, or distribute any object that is or could be considered a weapon or any item that is a look alike weapon. This prohibition does not prohibit legal use of weapons in cooking and in athletics, such as archery, martial arts practice, target shooting, hunting, and skeet;
6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors;
7. Act in an unsportsmanlike manner;
8. Violate any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and reckless driving;
9. Haze or bully other students;
10. Violate the written rules for the extracurricular or athletic activity;
11. Behave in a manner that disrupts or adversely affects the group or school;
12. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff; or
13. Falsify any information contained on any permit or permission form required by the extracurricular or athletic activity.

Hazing is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a detrimental effect on the student's or students' physical or mental health;
3. Interfering with the student's or students' academic performance; or
4. Interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Due Process Procedures

Students who are accused of violating the Code of Conduct are entitled to the following due process:

1. The student should be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges leveled against him or her.
4. The student may provide any additional information he or she wishes for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:
    a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all extracurricular or athletic activities for one of the time periods described below:
        - A specified period of time or percentage of performances, activities or competitions;
        - The remainder of the season or for the next season; or
        - The remainder of the student's school career.
    b. Sanctions for alcohol and other drug violations, including tobacco, nicotine in any form, mood-altering or performance enhancing drugs, products composed purely of caffeine in a loose powdered form, paraphernalia or any other illegal substance, will be based on the following:

First violation

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension of one third of the total number of performances, activities, or competitions or the remainder of the season, whichever is shorter. This penalty will be reduced if the student is enrolled in a school-approved alcohol or drug counseling program.
- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one sixth of the total number of performances, activities or competitions, or the remainder of the season, whichever is shorter.
- The student will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).

Second violation

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension of 12 weeks or 1 season, including suspension from all performances, activities, or competitions during this period. To participate again in any extracurricular or athletic activity, the student must successfully participate in and complete a school-approved alcohol or drug counseling program and follow all recommendations from that program.
- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one third of the season and all extracurricular group performances, activities, or competitions during this period.
- The student may be required to practice with the group (unless suspended or expelled from school).

Third violation

- Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension from extracurricular or athletic activities for the remainder of the student's school career.
- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one calendar year from the date of the suspension, including all extracurricular and athletic activities during this period.

7. The appropriate administrator will make a written report of his or her decision and rationale. The student may appeal the decision to the Principal or Principal's designee.

All students remain subject to all the School District's policies and the school's student/parent handbook.

Drug and Alcohol Testing Program[9]

The School District maintains an extracurricular and athletic drug and alcohol testing program in order to foster the health, safety, and welfare of its students. Participation in extracurricular and athletic activities is a privilege and participants need to be exemplars. The program promotes healthy and drug-free participation.

Each student and his or her parent/guardian must consent to random drug and alcohol testing in order to participate in any extracurricular or athletic activity. Failure to sign the School District's "Consent to Participate in Extracurricular Drug and Alcohol Testing Program" form will result in non-participation.

If a test is positive, the student may not participate in extracurricular or athletic activities until after a follow-up test is requested by the building principal or designee and the results are reported. The building principal or designee will request a follow-up test after such an interval of time that the substance previously found would normally be eliminated from the body. If this follow-up test is negative, the student will be allowed to resume participation in extracurricular and athletic activities. If a positive result is obtained from the follow-up test, or any later test, the same previous procedure shall be followed.

No student shall be expelled or suspended from school as a result of any verified positive test conducted under this program other than when independent reasonable suspicion of drug and/or alcohol usage exists. This program does not affect the School District policies, practices, or rights to search or test any student who at the time exhibits cause for reasonable suspicion of drug and/or alcohol use.

Modification of Athletic or Team Uniform

Students may modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of the student's religion or the student's cultural values or modesty preferences.

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.

9.20 Attendance at School-Sponsored Dances
Attendance at school-sponsored dances is a privilege.

Only students who attend the school may attend school-sponsored dances, unless the principal or designee approves a student's guest in advance of the event. A guest must be "age appropriate," defined as _____.

All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances.

Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

9.30 Student Athlete Concussions and Head Injuries
Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association1 before being allowed to participate in any athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

CHAPTER 10 - Special Education

10.10 Education of Children with Disabilities
It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student **(i)** has a physical or mental impairment that substantially limits one or more major life activities, **(ii)** has a record of a physical or mental impairment, or **(iii)** is regarded as having a physical or mental impairment.

For further information, please contact the Assistant Principal for Student Services.

10.20 Discipline of Students with Disabilities*

The school and district will comply with the Individuals with Disabilities Education Act (IDEA) and the Illinois State Board of Education's *Special Education* rules when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

The District's regular suspension procedures shall be used to suspend a student with disabilities for a cumulative period generally not to exceed 10 days in any school year. Exceptions to this procedure would include acts involving weapons, drugs, or aggressive/violent behavior.

In the event of a suspension beyond 10 days or expulsion, the District shall promptly notify the student's parent(s)/guardian(s) of disobedience or misconduct and whether the student will be suspended. All procedural protections pertaining to notice provided under the regular education discipline policy shall apply to this notice. This information shall be confirmed in writing and the parent(s)/guardian(s) shall be advised as follows:

i. That the multi-disciplinary conference (MDC) team shall meet as soon as possible but at least 10 calendar days after this notice was sent, unless such 10-day notice is waived by the parent(s)/guardian(s), to determine whether a causal relationship exists between the student's disabling condition and the student's alleged disobedience or misconduct; and

ii. That the student's parent(s)/guardian(s) are requested to attend the multidisciplinary team meeting and the date, time and location of the meeting.

The MDC team may determine that the cause of the student's disobedience or misconduct is <u>not</u> related to the student's disabling condition. In that case, the student may be disciplined under the District's discipline policy for regular education students by measures up to and including expulsion. If the Board imposes expulsion or other disciplinary measures altering the student's special education program, an IEP meeting shall be convened to determine appropriate alternative means of service delivery.

The Board may not suspend or expel a disabled student if the MDC team determines that the student's gross disobedience or misconduct <u>is</u> causally related to the student's disabling condition. The MDC team is responsible to address placement changes which may be appropriate in light of misconduct found to be disability-related.

Parent(s)/guardian(s) may object to a proposed change in their child's educational placement. If so, if the Superintendent believes that the student's behavior in the current placement poses a continuing physical danger to the student or to others, the Superintendent is authorized to seek a court order to change the placement or to suspend the student for more than 10 days.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven in effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

10.30 Exemption From PE Requirement

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.
3.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

10.40 Certificate of High School Completion [HS]
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.

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation
The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

10.60 Related Service Logs
For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians
The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.You may also contact the following District employee for assistance: 1

CHAPTER 11 - Student Records & Privacy

11.10 Student Privacy Protections
Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.
Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent/guardian may: **(1)** inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or **(2)** refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: **(1)** a student or parent's first and last name, **(2)** a home or other physical address (including street name and the name of the city or town), **(3)** a telephone number, **(4)** a Social Security identification number or **(5)** driver's license number or State identification card.
Unless otherwise prohibited by law, the above paragraph does not apply: **(1)** if the student's parent/guardian have consented; or **(2)** to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

The school expects to administer the following surveys that request personal student information on the following approximate dates1:

_____
_____
_____

A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

11.20 Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school 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.598 Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's

academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper. A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent. Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or Federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

   Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

   Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted. The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.
6. The right to prohibit the release of directory information. Throughout the school year, the District may release directory information regarding students, limited to:
   - 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
7. 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.
8. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent. Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's

parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

9. 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.
10. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520
Cross-Reference: PRESS 7:340, Student Records

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

11.40 Military Recruiters & Institutions of Higher Learning [HS]

Upon their request, military recruiters and institutions of higher learning will be given access to students' names, addresses and telephone numbers. Parents who do not want their child's name to be released (or students over the age of 18 who do not want their name released) should contact the building principal.

CHAPTER 12 - Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: _____1

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.
3.

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:

600

Ian English, JHS Homeless Liaison	243-4384 ext. 2139
Kelly Zoellner, District Homeless Liaison	243-9411 ext. 1119

12.40 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.[1]

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.60 English 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.

12.70 School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

12.80 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

_____

12.90 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.

12.105 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQ

12.130 Parent Notices Required by the Every Student Succeeds Act

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

1. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. The teacher is teaching under emergency or other provisional status.
3. The teacher is teaching in the field of discipline of the certification of the teacher.
4. Paraprofessionals provide services to the student and, if so, their qualifications.
5.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:202

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at _____.[3]

IV. Parent & Family Engagement Compact[4]

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.[5]

VI. Student Privacy

Students have certain privacy protections under federal law. For additional information, see handbook procedure 12.105.[6]

VII. English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. For additional information, see handbook procedure 12:60.[7]

VIII. Homeless Students

For information on supports and services available to homeless students, see handbook procedure 12:30.[8]

For further information on any of the above matters, please contact the building principal.

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

Child/Abuse & Neg	1-800-252-2873
Community Counseling	245-6126
Crisis Pregnancy Center	245-9340
The Wells Center	243-1871
Crisis Center	243-4357
Crisis Center (TTY)	245-6816
Nationl Suicide Prevention Lifeline	988

Midwest Youth Services

245-6000 CRISIS/INTERVENTION

Crisis Text line: Text HOME to 741741 844-4-SAFE, IL, SAFE2 (72332)

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

HELP@ Safe2HelpIL.com HEALTH CARE

DRUG ABUSE

Gateway	217-529-9266

EMPLOYMENT

JTPA	243-5846
Job Service	245-5148

DOMESTIC VIOLENCE

Crisis Center

2026-2027

Extra-Curricular Handbook

JACKSONVILLE HIGH SCHOOL
1211 NORTH DIAMOND STREET

Phone: 217-243-4384 Ext: 2223
Fax: 217-245-6684

Jacksonville High School

1211 North Diamond Street
Jacksonville, Illinois 62650
Telephone: (217) 243-4384
Fax: (217) 245-0445

Joey Dion, *Principal*
Adam Brockhouse, *Assistant Principal*
Ian English, *Assistant Principal*
Ryan Van Aken, *Asst. Principal/AD*
Mark Grounds, *Dean of Students*

JACKSONVILLE HIGH SCHOOL
EXTRA-CURRICULAR POLICY HANDBOOK

This handbook was written for the students at Jacksonville High School who participate in Illinois High School Association sanctioned activities in order that students and their parents may be better informed of the rules and policies.

Regardless of how complete a handbook may be; it cannot anticipate all of the different situations that may occur. It is meant rather as a guide to point out the direction of Jacksonville High School. The penalties noted herein shall be considered minimal and in no way imply that more severe action cannot be taken.

Student participation in extra-curricular activities at Jacksonville High School distinguishes you as an individual with exceptional opportunities. By being a participant, you will have many worthwhile experiences and associations which non-participants will not have. We offer this program as a privilege and strongly encourage your 100% cooperation in any activity in which you wish to participate.

Jacksonville High School presently has an enrollment of approximately 900 students. The school colors are scarlet and white, and the teams are nicknamed **CRIMSONS**.

The **CRIMSONS** are a member of the Central State 8 Conference which also includes Chatham Glenwood, Decatur Eisenhower, Decatur MacArthur, Lincoln, Rochester, Springfield, Springfield Lanphier, Springfield Sacred Heart-Griffin, Springfield Southeast and University High School.

Sports included in the Athletic Department are football, boys'/girls' basketball, wrestling, baseball, boys'/girls' track, boys'/girls' golf, boys'/girls' cross country, boys'/girls' soccer, boys'/girls' swimming, boys'/girls' tennis, girls' volleyball, girls' softball, cheerleading, and J'ettes poms.

The activities that JHS offers will provide students the ability to appreciate the value of discipline and dedication. The activities provide a means of teaching desired values and goals that can aid in developing individuals in to positive citizens in society. The different activities will allow students at all levels to participate against opponents of similar age, size and ability.

The activities provide a positive arena to narrow the gap between promise and reality by offering an opportunity for an individual to search for his or her identity. It is hoped that each student at Jacksonville High School will develop positive attitudes and traits from the program that is offered.

Mr. Ryan Van Aken
Assistant Principal, Athletic Director

Jacksonville High School

1211 North Diamond Street
Jacksonville, Illinois 62650
Telephone: (217) 243-4384
Fax: (217) 245-0445

Joey Dion, *Principal*
Adam Brockhouse, *Assistant Principal*
Ian English, *Assistant Principal*
Ryan Van Aken, *Asst. Principal/AD*
Mark Grounds, *Dean of Students*

Jacksonville Crimsons Athletics, Expectations:

1. OBEY THE LAW – This includes school policies/rules and actual laws. Make good decisions and choices.

2. BE A GOOD STUDENT – Come to school, do all your homework, turn in all your assignments, pay attention in class, and maintain a good relationship with your teachers and staff.

3. BE RESPECTFUL – Give your teachers and all school personnel the proper respect. Give respect and you're likely to get it back

4. BE ON TIME – Never be late to school or functions. Being on time is a habit, so is being late. Always try to be at least 5 minutes early for all scheduled activities.

5. DO NOT MISS SCHOOL – It is extremely important that you be at school every single day. We like school, so be here!

6. TAKE CARE OF SCHOOL PROPERTY – This is your building, take pride in it.

7. BE A GOOD STUDENT AND FRIEND – Strive to be a good student and friend with every member of the school. Encourage each other and be positive, leave the criticism out of the school. Do your best in the role you are given. Keep lines of communication open with your teachers.

8. DISPLAY CLASS – Display dignity, class and be gracious and humble. Respect the staff and their decisions. Make our school and the community we represent proud to call us theirs.

9. THE STANDARD IS THE STANDARD – Many have given their time and effort to establish this institution. The standard has been set……be a champion and play along. Strive to give your best effort every time you step in this building. That is what we expect of you as a member of the Crimson family. Implement this into your daily life and the results will be positive.

Jacksonville High School

1211 North Diamond Street
Jacksonville, Illinois 62650
Telephone: (217) 243-4384
Fax: (217) 245-0445

Joey Dion, *Principal*
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Jacksonville High School

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INTRODUCTION

A number of organizations, activities, and athletics are available. These include, but are not be limited to: Football, boys'/girls' Basketball, Wrestling, Baseball, boys'/girls' Track, boys'/girls' Golf, boys'/girls' Cross Country, boys'/girls' Soccer, boys'/girls' Swimming, boys'/girls' Tennis, girls' Volleyball, girls' Softball, Cheerleading, and J'ettes Poms, Freshman class, Sophomore class, Junior class, Senior class, Academic Challenge Team,DECCA, Art Club, Band, Choir, Computer/Math Club, Crimson Times, Fall Play, Fellowship of Christian Athletes, FFA, Flag Squad/Winter Guard, Geography Club, German Club, Homecoming, Intramurals, JAM, Key Club, National Honor Society, Nation English Honor Society, National Spanish Honor Society, National German Honor Society, Orchestra, Prom, Scholastic Bowl, Science Club, Spanish Club, Spring Musical, Students for Christ, Student Government, Yearbook, CVE, Planetarium.

Each of these offers opportunities for students to gain experience in working together on problems of mutual interest outside the regular curriculum. Students must abide by the guidelines that follow if they wish to participate in extra-curricular activities.

We, the coaches, the faculty, and the Jacksonville School District Board of Education, believe that extra-curricular activities belong in the public schools and are an integral part of the school's programs. We encourage all students to take advantage of the opportunity provided to participate in one or more of the extra-curricular activities sponsored by the Jacksonville school system. We firmly believe that through participation in extra-curricular activities young people may gain experiences which will give each and every one of them the opportunity to develop the skills and values needed to become a productive citizen within a democratic society.

May we personally welcome all students and their parents/guardians to the Jacksonville School District's extra-curricular programs and wish each individual a successful year. The coaches/sponsors are here to prepare you for success. You must be willing to dedicate the time, energy, and effort for success.

Parents are a very important part of any extra-curricular program, and we encourage you to actively support your son/daughter's interest. Your support could best be shown to your young person by encouraging him/her to follow the rules and regulations of the coach/sponsors, by your attendance at events, and by having a positive attitude toward the overall extra-curricular programs.

This handbook has been prepared to better explain the extra-curricular program to both parents and students. If you have any questions or misunderstandings, please contact us; and we will attempt to clarify. Working together we believe the school and the parents can develop successful extra-curricular programs. This is our goal, and we hope it is the goal of all parents. We want the communities represented by Jacksonville High School, the Jacksonville High School students, and the Jacksonville School Board to be proud of their extra-curricular programs and, most importantly, the students who participate in the programs.

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PHILOSOPHY

We believe that interscholastic athletics/extra-curricular activities are an integral part of the school's total program.

We believe that participation in a sound extra-curricular program contributes to the development of health and happiness, physical skills, emotional maturity, social competence and moral values.

We believe that a sound extra-curricular program teaches the participants the value of cooperation, as well as the spirit of competition that is important to our society. The student learns how to work with others for the achievement of group goals.

We believe that the spirit of play and the will to win are valuable to the development of a healthy mind. We believe that extra-curricular activities are a wholesome equalizer because individuals are judged for what they can do, not on the basis of social, ethnic or economic group to which their families belong.

RESPONSIBILITIES

The privilege of participating in our extra-curricular program is extended to all students providing they are willing to assume certain responsibilities.

A student's greatest responsibility is to be a credit to their parents, school and community. Therefore, they should:

1. Display a high standard of social behavior.
2. Display outstanding sportsmanship.
3. Display proper respect for those in authority, including teachers, coaches, sponsors and officials.
4. Display a real spirit of cooperation.
5. Dress with special care when attending a contest away from home.
6. Use language which is socially acceptable. Profanity or vulgar talk will not be tolerated.

A student's involvement in extra-curricular activities is for the entire school year, whether they are currently in an activity or not. The extra-curricular policy and rules apply to that student for the entire year, not just the time the activity is in season.

ATHLETIC EQUIPMENT

One of the values of athletics is to teach responsibility, and this should apply to the care of athletic equipment as well as school property. Every athlete is expected to take pride in the fine facilities provided.

The school attempts to provide the best and safest equipment money can buy. Each athlete is expected to take excellent care of this equipment.

The original equipment issued must be returned by each athlete at the close of the season. If equipment needs repair or is not the right size, the coach will make the change.

Each student athlete is held financially responsible for any lost, damaged or misplaced equipment. Students cannot participate in extra-curricular activities if they owe an athletic participation fee to Jacksonville High School. No Student athlete will receive an award until all equipment is returned.

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ATHLETIC INJURIES AND THEIR CARE

All student athletes in any athletic program MUST be covered by insurance before they are permitted to practice.

Parents or legal guardians are responsible for informing the athletic department or school nurse of any special medical problem of a student athlete.

Any school connected injury that requires medical attention shall be reported to the coach. The coach is to fill out an accident form.

Injuries should not be neglected under any circumstance, regardless of how minor. Proper reporting of injuries to the coach, teacher or supervisor is necessary for proper care. In addition, the student is obligated to report all injuries to the school nurse or athletic office as soon as possible for insurance purposes.

CHANGE OF SPORT

Except in isolated and unusual cases, students will not be permitted to change sports during the season. Athletes should make every effort to participate in the sport in which they have a genuine interest. If, for some reason, the student athlete should feel it is desirable to change sports the matter should be discussed immediately with the present coach. This change must be done before the first contest of the sport in which the student wishes to participate.

PHYSICALS, INSURANCE WAIVER, PARENTAL PERMISSION

All students who participate in the athletic programs sponsored by Jacksonville High School are required to have a physical examination completed before they can begin practice. Coaches will enforce this rule. Sports physicals will be turned over to the Nurse or Athletic Office.

It is recommended that each athlete take out the insurance policy available to all students enrolled in school. If the athlete does not choose to buy the insurance policy, parents are required to sign a waiver which states that their student is covered by insurance and releases the school from all responsibility for athletic injuries. The insurance program is offered by the school as a "service" only and is administered by the insurance company.

Any athlete out for any sport is covered to participate in that sport if he/she purchases the school insurance. They need to complete the applications available at registration in August.

ACADEMIC ELIGIBILITY

Jacksonville High school students must be passing all subjects in which they are currently enrolled with a current cumulative semester grade of D or higher. The IHSA bylaws require that academic eligibility be checked each week. Eligibility runs from Monday through the following Sunday. Any student failing to meet this weekly academic requirement will be suspended from all extra-curricular activities for seven (7) calendar days.

As per IHSA rules, a student must have passed and received credit toward graduation for 5 classes and/or 2 ½ credits of high school work for the entire previous semester to be eligible at all during the ensuing semester.

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EXTRA-CURRICULAR CODE OF CONDUCT

THIS CODE OF CONDUCT IS IN EFFECT YEAR ROUND

RULES ARE A MATTER OF SELF DISCIPLINE. The best performance the individual is capable of producing comes only after the body and mind have been conditioned through sound training routines.

The Board of Education believes in the value of extra-curricular activities for students, but subscribes to the principle that participation in such activities is a privilege rather than a right.

There shall be no discrimination in administration of these policies on the basis of race, color, creed or sex.

Participation in extra-curricular activities carries with it certain responsibilities which include, but are not limited to, the following:

1. Compliance with all Illinois High School Association Rules and regulations.
2. Compliance with written training rules and regulations as established by the coach/sponsor of the activity in which the student is participating.
3. Compliance with the rules and regulations established and communicated in the Jacksonville High School Handbook.

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.

ATHLETIC RULES AND REGULATIONS

All student athletes are subject to the rules and regulations regarding eligibility and conduct established by the following organizations who have as their major responsibilities the welfare of the student athlete, the enforcement of the rules and regulations associated with any sport, and the maintaining of the ideals and values which have become part of school sports in America.

1. The National Federation of State High School Associations establishes rules and guidelines for various sports. State associations utilize these rules for conducting sport activities.
2. The Illinois High School Association is our state representative for the National Federation. They establish eligibility rules, practice guidelines, establish championship series, and they are responsible for supervision of all athletic programs in the state. If you have any questions, please contact the athletic director.

JACKSONVILLE HIGH SCHOOL DISTRICT EXTRA-CURRICULAR POLICY

The Jacksonville High School District's Athletic Department shall be responsible for the implementation of the policy and has developed rules and regulations setting forth the procedures to be followed and the penalties to be assigned in the event a student fails to accept his/her responsibilities.

The students who participate in extra-curricular activities through Jacksonville High School must conduct themselves at home and on school trips in such a manner that they are a credit to the team, the school, and the community. Individual coaches/sponsors have the right to administer reasonable and just rules and regulations not specifically covered below for minor offenses such as discipline, horseplay, or any other behavior which does not contribute to the efficient and/or effective operation of the program.

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The coaches/sponsors at Jacksonville believe that drugs and alcohol have no place in high school extra-curricular activities. Thus the Jacksonville High School will encourage students and parents who are having problems in this area to seek assistance as well as discipline students who abuse chemicals and/or drugs.

If and/or when an investigation is necessary, the building principal or their designee will conduct the preliminary investigation of any reported violation of the Extra-Curricular Handbook.

Pending a conference, any student found in violation of one or more of the rules contained in the Extra-Curricular Handbook will be immediately suspended from competition in all interscholastic contests. The Principal or his designee shall conduct a hearing with the student and mail a suspension form to the student's parent(s)/guardian(s) informing them of the suspension. The parents and student at that time may enact the appeal process included in the athletic code handbook.

If the student athlete receives a school consequence for their actions, the athletic code consequence will be enacted at the conclusion of the school consequence served in its entirety (consequences will not be served concurrently). The suspension of contests will run concurrently once the school consequence is complete.

A student will be considered to be in violation of the athletic code rules if the student: A) admits to, B) is witnessed and/or verified by school district officials, C) is reported by his/her parents or D) incriminating evidence is presented for any violation of the Extra-Curricular Handbook. If there is sufficient evidence, a student will be subject to consequences as outlined in the Jacksonville Athletic Code handbook.

All participants, managers, statisticians, etc. must ride to and from the contest on the bus. In the event of multiple school sponsored activities that cause transportation conflicts, permission may be given by the high school administration for the student to ride to an event with the parent(s) of the student. A student is required to ride district transportation home unless the parent/guardian signs their student out at the contest. Proper identification may be required.

Parents or guardians are permitted to authorize their child to be transported from certain school events and/or extra-curricular activities by persons the parents have approved in writing with respect to that event.

Participants will be expected to exhibit exemplary student behavior in regard to attendance. Whenever possible, contests will be scheduled so as not to conflict with classes. A student must be present for five clock hours in order to participate in any extra-curricular activity that day unless authorized by the Athletic Director and/or the Principal. (Exception: Exempt absences are not included.)

Exempt Absences: Students will receive an exempt absence, which will not count toward possible reduction of daily activity:

1. Medical/dental related appointments (when notification of reason for absence is made by parent AND verified with written confirmation from the doctor/hospital/dentist). Confirmation/excuse must be received by the attendance office.
2. Court appearance (when verified by note from court official). Verification must be received by the office within one week of the court appearance.
3. Death of immediate family member (up to three days)
4. Funeral (when verified by a note/phone call from parent regarding reason for absence)
5. Quarantine
6. Religious holiday
7. College visits. One day will be allowed during a student's junior year and two days will be allowed during a student's senior year. These days must be approved in advance by the guidance counselor.

The head coach, teacher or sponsor will insist upon attendance in all academic classes. Any missed class work should be made up immediately after returning to the class.

Any penalty received by an eighth grade student will, if applicable, be carried over into their Freshman year.

Academically ineligible students will be expected to participate in practice and during extra-curricular events will be expected to be involved with the team, but not in uniform.

If a student is on external school suspension, he/she may not practice nor compete in JHS extra-curricular activities during that suspension.

If a student is on internal school suspension, he or she may practice and/or compete in JHS extra-curricular activities.

If a student is suspended from one activity, then the student may not participate in another activity for the length of their suspension.

If a student cannot attend school and/or participate in P.E. for medical reasons, the student cannot participate in extra-curricular activities.

In order for a student to realize their full potential he/she must commit to a lifestyle which promotes physical and mental fitness. Therefore, the following activities code has been established to guide students who represent Jacksonville High School in extra-curricular activities, clubs, and organizations.

Once a student begins participation in any extra-curricular activity he/she is subject to the Activities Code for the remainder of their years at Jacksonville High School. This code is in force through all 12 months of the year. An activities participant shall be disciplined if he/she commits any of the following violations regardless of the time of year or whether they are on or off school grounds:

1. Use, possession, or distribution of alcohol, marijuana, or any illicit drug, or abuse of prescription drugs.

2. Use or possession of, any tobacco product.

3. Theft or vandalism of any school or personal property.

4. Acts of inappropriate conduct in which the student is involved such as attending or participating in a fight, cheating, physical or verbal abuse of students, school personnel, contest officials, contests, coaches or sponsors.

5. Knowingly being in the presence of the illegal use of drugs, alcohol or illegal activity.

6. Participation in or being present during any activity that may detract from the image and standards of Jacksonville High School may result in a penalty. Example: involvement in a criminal or immoral activity as determined by police or certified school personnel.

An activity code violation to the above six areas will be substantiated by reports from District staff, reports from law enforcement officials, or as a result of self-admission. If a violation appears to have occurred from the information received, the student will be questioned by the Principal or Assistant Principal/Athletic Director. A meeting may also be scheduled with the student, his/her parents or guardians, and Principal and/or Assistant Principal/Athletic Director. In either instance, the information received will be revealed to the student and he/she will be asked to make a statement as to the accuracy of this information. If an activities code violation has been committed in the opinion of the Administration; the outlined consequence of the code will be the result for the violation.

Parents or guardians are asked to assume the responsibility of insisting that their child be honest and accept the consequences for their actions if they have been improper. Parental support is vital in seeing that their child accepts responsibility for their actions regardless of how other students have acted or been disciplined in the past.

ADDITIONAL OFFENSES and PROVISIONS:

Should a student receive a major suspension of 5 or more days this will be considered an Extra-Curricular Code violation.

Inappropriate pictures posted on the web or produced in a hard copy format will be investigated by the appropriate individuals at JHS. Upon completion of the investigation, a decision will be made if the pictures constitute a violation of the Code.

Truth Provision: If a student's denial of an offense is found to be false, all consequences will be doubled.

Conduct Unbecoming an Athlete: Athletes will not display behavior on or off the playing field which, in the opinion of the coaching staff, is considered insubordinate or inappropriate to standards of conduct, attitude or sportsmanship.

Penalties

A. FIRST VIOLATION

Fall Sports	*Total Allowable IHSA Contests*	*Suspension*
Boys Soccer	25 Contests	5 Contests
Cross Country	15 Contests	3 Contests
Football	9 Contests	2 Contests
Football Cheer	9 Contests	2 Contests
Girls Swim	14 Contests	3 Contests
Girls Tennis	20 Contests	4 Contests
Golf	18 Contests	4 Contests
Volleyball	35 Contests	7 Contests

Winter Sports	*Total Allowable IHSA Contests*	*Suspension*
Boys Basketball	31 Contests	6 Contests
Boys Swim	14 Contests	3 Contests
Cheerleading	37 Contests	7 Contests
Girls Basketball	31 Contests	6 Contests
J'ettes	20 Contests	4 Contests
Wrestling	18 Contests	4 Contests

Spring Sports	*Total Allowable IHSA Contests*	*Suspension*
Baseball	35 Contests	7 Contests
Boys Tennis	20 Contests	4 Contests

Boys Track	18 Contests	4 Contests
Girls Soccer	25 Contests	5 Contests
Girls Track	18 Contests	4 Contests
Softball	35 Contests	7 Contests

If the suspension is unable to be completed during the season in which the infraction occurred, the number of games remaining on the suspension will carry over into next sport in which the student athlete has previously participated. Furthermore, the suspension must take place at the student-athletes highest level of prior participation. The student athlete may not participate at any level until the suspension is complete.

Second Offense: After a second offense against the Behavior Code, the student will be immediately dismissed from the team for the remainder of the current season and will forfeit all awards he/she is eligible to receive. If the offense occurs with less than 50 % of the current season remaining, the student-athlete will miss 50% of the next season he/she participates. If the second offense against the Behavior Code happens prior to the start of the season, the student will be suspended for the entirety of the next season the student participates.

Before resumption of competition, the student and his/her parent/guardian must contact the Head Coach or teacher, Athletic Director or JHS Administration to arrange a conference. The purpose of the conference is to review the facts and circumstances surrounding the rules infraction, the present situation and the future implications.

Third Offense (in-season/out-of-season): After the third offense in-season/out-of-season, the student is declared ineligible for one 1 calendar year. After one year, the student may petition in writing the Appeal Process to hear any evidence to be considered for reinstatement to participation at Jacksonville High School.

Reporting Violations

Every Jacksonville High School District coach, sponsor or teacher has the authority and responsibility to report or charge a violation of the extra-curricular regulations to the athletic director. The head coach/sponsor of the activity in which the student is participating or the head coach/sponsor first affected by the student's violation and the athletic director shall review the evidence. The athletic director shall report the violation to the principal.

Voluntary Admissions

It is the objective of Jacksonville High School District extra-curricular program to make the student aware of the important role good health and fitness habits play in life. Therefore, the Extra-Curricular Code is primarily an instrument to educate and not to punish. It is hoped that each student and his/her family will decide to follow the rules and regulations. If any student or parent voluntarily requests help from either school staff or a board approved assessing agency before being reported in the violation of the Extra-Curricular Code, the person will be offered assistance without penalties. THIS PROVISION APPLIES TO A FIRST VIOLATION ONLY.

Parent Support

It is of considerable importance for parents to encourage the student in all phases of extra-curricular competition. Parents should help the student set up procedures for following training rules and controlling study habits.

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The policies outlined in this booklet are preventive in design. Certainly not punitive. With parent support and cooperation, we believe that penalty assessments will be held to an absolute minimum. On the other hand, without parent support and cooperation, the policies will be difficult to implement.

JACKSONVILLE HIGH SCHOOL APPEAL/REVIEW PROCESS

Participation in extra-curricular organizations is voluntary and a privilege that is not a right guaranteed to the student. However, a student participant may appeal a ruling that results in a consequence or penalty under the Extra-Curricular Student Handbook by following the procedures listed below (Penalties remain in force during the appeal process):

1. The student, or the student's parent/guardian, must submit an appeal in writing to the Principal within three (3) school days of the notification of the violation. The written appeal must state the reason or basis for the appeal including why the student disagrees with the consequence imposed.
2. The appeal will be submitted to the Extra-Curricular Appeals Committee for a hearing. The Committee shall convene as soon as possible upon receipt of the appeal (recommendation is within three (3) school days if possible). The JHS Athletic Director or Principal will present the school's ruling and evidence to the Committee and the student will be given the opportunity to testify and present evidence on his or her behalf.
3. The Committee can decide to affirm or dismiss the violation and/or consequence imposed. The student and parent/guardian will be informed verbally of the Committee's ruling with 3 school days of the meeting and a written copy of the ruling will be mailed to the parent/guardian.
4. The findings of the Committee shall be final and binding upon all parties concerned.

The Extra-Curricular Appeals Committee will consist of an administrator (not the Principal), an out-of-season coach or sponsor of another organization, and a teacher who does not coach or sponsor another organization.

Chain of Command, Athletic Flow Chart

Board of Education

Superintendent

Principal

Athletic Director

Head Coach

Assistant Coach

The flow chart represents the preferred chain of command one should follow when trying to solve a problem with one of our programs. Learning to deal with conflict is a life-long skill for all students. Therefore, it is important that the student talk with their coach/advisor/director regarding any issue. If the student is not satisfied after this conversation, the next step will be for the student, parent, coach and AD to meet. Again if

satisfaction is not reached at that level, move up the chain to the next person. Continue up the chain as you see fit.

Keep in mind that if you jump steps, you will possibly find the people you talk to may not be informed of the situation. This could lead to decisions made that are not totally fact based and not beneficial to our programs.

Please keep in mind that our coaches are very willing to converse with you about our programs. We ask that you pick an appropriate time to do so. To run up to or confront a coach just before, during or right after a game or tournament is very inconsiderate. We ask that you please refrain from doing so. The more appropriate process would involve calling the coach at a later, more relaxed time so the situation can be discussed with full attention.

APPENDIX

GUIDELINES FOR EXTRACURRICULAR ACTIVITIES

1. Avoiding Schedule Conflicts Between Extracurricular Activities.
   Every effort should be made to avoid schedule conflicts between the various extracurricular activities during the initial scheduling of the calendar. However, when conflicts do arise, the principal and involved staff (coaches, advisors, etc.) shall meet to determine how the conflicts can best be resolved.

   The following basic guidelines shall be used in resolving schedule conflicts:
   A. Generally, events shall take precedence in the following order: state events, conference events, local events, and practices.
   B. A previously scheduled event on the official school calendar shall generally take precedence over a calendar addition or a rescheduled event.
   C. In most cases, the above guidelines and/or consultations between staff members should result in a satisfactory solution. Any conflicts that cannot be resolved in this manner should be settled by the principal.

2. Practice Scheduling
   A. No practices or games will be held on Sundays, Thanksgiving, Christmas or Easter without the permission of the principal.
   B. There will be no school events, practices, or open gyms on days when school is dismissed early due to severe winter weather.
   C. On days when school is not held due to severe winter weather, all school events or practices will ordinarily be canceled. However, should the weather later improve such that, in the principal's judgment, no safety hazard exists, the principal may allow some or all of these activities or practices to be held.

3. Communications with Student Participants and Their Parents
   Each coach/advisor who supervises an extracurricular activity will have a general meeting with the student participants and their parents before the student may begin practice or participate in the activity. At this meeting all policies and rules for the team or activity should be discussed in detail. Copies of these policies and rules shall be given to each participant and his/her parents.

4. Summer Activity Camps
   In accordance with IHSA rules, students may have a maximum of 25 days of contact per sport with persons who coach that sport at the school they attend during the same time period. A day of contact is defined as any date on which any coaching or instruction in the skills and techniques of any sport takes place. These limitations apply to all sports except Baseball and Softball.

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5. Uniform Guidelines

All Uniforms will follow the guidelines established by the National Federation of State High Schools Association and the Illinois High School Association.

Jacksonville School District 117 allows a student to modify his or her athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of his or her religion or his or her cultural values or modesty preferences. A student is not required to receive the prior approval of the school board for such modification.

JACKSONVILLE LOYALTY SONG

1. We're loyal to you, Jacksonville
   We'll ever be true, Jacksonville
   We'll back you to stand 'gainst the best in the land –
   For we know you have sand – Jacksonville Rah! Rah!

2. So crack out that ball, Jacksonville
   We're backing you all, Jacksonville
   Our team is our fame protector
   On boys, for we expect a victory from you Jacksonville Rah! Rah!
   Cha-hee, Cha-ha, cha-ha-ha-ha, Go J'ville, Go!
   Cha-hee, Cha-ha, cha-ha-ha-ha, Go J'ville, Go!
   Jacksonville, Jacksonville – Rah, Rah, Rah!

3. Bring out that dear old flag of crimson and white,
   Lead on you sons and daughters, fighting for right,
   Like men of old or giants, placing reliance, shouting defiance –
   Oske-wah-wah

4. Among the broad green plains that nourish our land,
   For honest labor and for learning we stand
   And to thee we pledge our heart and hands,
   Dear Alma Mater, Jacksonville!

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SUMMARY OF ATHLETIC AWARDS –

First Freshman Award	- Numerals
Other Freshman Awards	- Certificate
All Sophomore Awards	- Certificate
All Junior Awards	- Certificate & Pin
First Varsity Award	- Varsity "J" letter & Pin (first varsity sport)
All Other Varsity Awards	- Varsity Certificate & Pin
Senior Varsity Award	- Plaque

Participation in Athletic/Competitive Activities

_____ _____
Student Name (Please print) **Grade**

PARENTAL / GUARDIAN CONSENT

I hereby give my permission for _____ to participate in athletic/competitive activities at Jacksonville High School. In giving this consent I do so with the full understanding that Jacksonville High School assumes no responsibility for any accident or injury to a student which may occur as a result of participation.

_____ _____
Parent / Guardian Signature Date

AUTHORIZATION FOR MEDICAL SERVICES

Student Name_____ Age_____

As a legal guardian for the student indicated above, I give my permission for necessary medical services to be administered to the student in case of illness or accident.

_____ _____
Parent / Guardian Signature Date

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Address:_____

Phone:(home)_____ (work/cell)_____

Student's Physician:_____ Office Phone:_____

Insurance Carrier:_____ Policy Number:_____

Allergies or Special Concerns:_____

_____

ATHLETIC CODE OF CONDUCT

I have read the Athletic Code of Conduct. I understand and accept the rules and responsibilities involved.

_____ _____

Parent / Guardian Signature Date

I will do my best to represent the school with the highest expectations as a leader, student, and member of the team. I have read the rules and responsibilities as stated in the Athletic Code of Conduct and promise to do my best to fulfill them.

_____ _____

Student Signature Date

JMS STUDENT HANDBOOK 2026-2027

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RIGHTS, RESPONSIBILITIES AND EXPECTATIONS OF DISTRICT STAKEHOLDERS

While this summary may not fully encompass every stakeholder need, it establishes a framework for reference.

Each student may expect:	**Each student is responsible to:**
· A free and appropriate education. · Due process involving any disciplinary action. · A safe educational environment conducive to learning. · An environment of civility.	· Learn and follow the rules and regulations established by the Board of Education and implemented by school personnel. · Respect the rights and individuality of others. · Refrain from taunting, bullying or harassing others. · Dress appropriately. (Appearance shall be safe, clean, and not disrupt the educational process.) · Come to school on time every day. · Go to all classes and do your best on all school assignments. · Refrain from behavior that disrupts the educational process. · Facilitate the communication and delivery of information between school and home. · Respect the authority of school personnel in maintaining discipline in school and at school-sponsored activities. · Respect and maintain school and private property in accordance with school rules.
Each parent/guardian may expect:	**Each parent/guardian is responsible to:**
· Information concerning the lawful policies, procedures, rules and regulations established by school authorities. · A safe environment conducive to learning. · To have access to his/her child's school record according to District guidelines. · Regular student progress reports. · An environment of civility when addressing academic and behavioral decisions relating to their son or daughter. · To be guided through the Chain of Command as established in Board Policy.	· Make sure that your child has necessary supplies and has completed all physicals and immunizations at the beginning of the year. · Have current contact and emergency information on file with the school office. · See that his/her child attends school in accordance with Illinois State Laws and arrives on time. · Be aware of and follow District policies and building rules, traffic laws, guidelines and regulations concerning his/her child. · Ask for academic and behavioral requirements in the classroom. · Know that nutrition, proper rest, hygiene, and overall attitude directly impact student learning. · Know your child's teachers. When a question/concern arises regarding any class, the first contact should be with that teacher. The second contact would be the building Principal. · Take an interest in your child's academic progress and discuss it frequently with your child. · Know when progress reports and report cards are due and discuss them with your child. · Encourage the involvement of your child in extra-curricular activities. · Call the school within one hour of start time if your child is ill or cannot come to school. · Create a healthy routine for the completion of homework. · Support your child through your attendance at open houses, parent-teacher conferences, student performances, awards ceremonies, and school supported organizations. · Model appropriate and successful behaviors that support your child's life skills.

School Personnel may expect:	School Personnel are responsible to:
· To be involved in communication to and from parents. · An environment of civility when addressing academic and behavioral decisions relating to the student performance. · To be guided through the Chain of Command as established in Board Policy.	· Know and accurately follow discipline guidelines as established by District policy. · Make school rules and regulations contained in a handbook and/or District calendar available to all students and parents. · Notify the appropriate authority of criminal violations by students. · Implement intervention procedures within his/her jurisdiction through available means. · Notify parents in a timely manner of any significant violation of discipline policy. · Communicate regularly with parents/guardians through a variety of means including report cards, progress reports, newsletters, phone calls, e-mails and parent conferences. · Notify parents whenever possible if child is absent and the parent has not called.
The Board of Education may expect:	**The Board of Education is responsible to:**
· An environment of civility when addressing decisions relating to the policies and practices of JSD #117. · To be guided through the Chain of Command as established in Board Policy.	· Secure that personnel are highly-qualified and adhere to District curriculum. · Secure that each student has equal access to established curriculum. · Hold students (and adults) accountable for disorderly conduct on school property and to discipline for disorderly conduct on the way to and from school and at any school function. · Hold parents or guardians liable for all damages caused by their child or ward. · Review any disciplinary action taken by school personnel. · Expel students from school for a serious violation or chronic series of violations of school policy guidelines.

CHAPTER 1 - Introductory Information & General Notices

1.00 School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

1.20 Student/Parent Handbook Acknowledgment and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

_____

Student Signature

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_____

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.

1.25 Agenda and Advisory Committee This Agenda is a very important learning tool at JMS. It is used for recording assignments, hall passes, and teacher to parent communication. Students should have it with them at all times, as not having it will prevent them from receiving passes. Students who have lost their Agendas should report it to the counselor or office. Replacement Agendas are available to purchase in the main office. While a majority of board policies are listed within the agenda, the full handbook is located on the JMS website: jms.jsd117.org

The district has established and maintains a parent/teacher advisory committee to assist in the development of policy guidelines on student discipline, including without limitation, bullying and school searches. The guidelines lead to a policy addressing temporary classroom exclusion of disruptive students by the teacher.

1.30 General School Information
The faculty and staff wish to welcome you! We are here to assist you in any way possible with your development and education. If you have any questions or concerns, contact the JMS Office and arrange an appointment. The office is open Monday through Friday 7:30 A.M. to 4:00 P.M. and the phone number is 243-3383. A staff directory with contact information can be found at jms.jsd117.org.

The school building will open at 7:45 A.M. Students will be required to wait outside until that time. Students wishing to see teachers upon their arrival should secure a pass before proceeding to a classroom.

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 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:
Noel Beard, President
Mike Lonergan, Vice-President
Jennifer Lacey, Secretary
Byron Pool, Member
Sherie Trace, Member
Heather Leonard, Member
Brenda Stewart, Member
Teresa Wilson, Member

The School Board has hired the following administrative staff to operate the school:
Steve Ptacek, Superintendent
Matthew Moore, Assistant-Superintendent
Tim Roberts, Principal
Charity Karr, Assistant-Principal for Curriculum
Janean Mays, Assistant-Principal for Discipline and Attendance
——————, Assistant-Principal for Athletics and Discipline
Stephanie Davidsmeyer and Katie Soer, School Counselor

The school is located and may be contacted at:
664 W. Lincoln Ave.
Jacksonville, IL 62650
217-243-3383

1.35 Chain of Command The Jacksonville School District takes pride in its communication efforts with all stakeholders of the District. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Education asks that parents follow the District's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual(s) directly involved with the concerns

Step 1) In the event of a concern, a parent or community member should contact the teacher, supervisor, coach or staff member who is directly involved with the concern or situation

Step 2) If a parent or community member has completed Step 1 and feels that the issue/concerns was not remedied, they should contact the building Principal, Director of the program, or the Athletic Director

Step 3) If a parent or community member has completed Steps 1 and 2 and feels that the issue/concern warrants yet further discussion, the parent or community member should then contact Central Office

Step 4) If the issue/concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a Board of Education member. The Board of Education member in consultation with the Board of Education President and Superintendent will redirect the individual back to the appropriate level or request that the concern be placed on the Board of Education agenda for full Board discussion.

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

1.50 Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact: Human Resource Director at 243-9411.

1.60 Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

1.70 School Volunteers

All school volunteers must complete the "Volunteer Information Form" and be approved by the building 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.

1.80 Invitations and Gifts [K-8]

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 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.

1.85 Treats and Snacks [K-8]

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.

Handouts/Advertisements/Fundraising

Anything non-school related (flyers, invitations, party invitations, etc.) must be cleared by the superintendent before being posted or handed out to others. Independent athletic programs should clear the distribution of handouts through the principal to ensure a balance of opportunities for all students.

1.90 Emergency School Closings

In cases of inclement weather and other local emergencies, please listen to any local radio or television station to be advised of school closings, late starts or early dismissals. School closings, for any reason, will be announced as soon as possible to accommodate family needs.

Local media sources that receive school closure information include:

WJIL 1550 AM
WLDS 1180 AM
WEAI 107.1
WJVO 105.5
Channel 20 News

Skylert/School Messenger messages will also be used to communicate with parents regarding emergency school closures. Skylert/School Messenger is a school-to-parent notification system service that allows the District to make one phone call, record a detailed voice message, and send it immediately to parents. It is very important that parents keep the school informed of any change in telephone number.

If it becomes necessary to run bus snow routes in the rural areas, the emergency routing will be in effect for both morning and afternoon runs. Parents are urged to be at the emergency stop to pick up their children in the afternoon as drivers are instructed not to let children off unless they live close by or someone is there to pick them up.

Weather related announcements will also be published on the District's web page at www.jsd117.org. To receive these announcements via email or telephone, go to the website and sign up for Notify Me.

If school is dismissed early for an emergency of any reason, all after-school functions are reviewed by the administrative team to determine needed cancellations. Cancellations for after-school events will be sent to the same media sources and parent communication resources listed for school closures.

To secure your child's safety, you are urged to make a family plan in advance with your child(ren) in the event of an early dismissal from school.

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1.100 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.

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.

1.110 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.120 Students with Food Allergies
State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 243-3383.

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 may be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

1.130 Care of Students with Diabetes
If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
c. Sign the Diabetes Care Plan.
d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the school nurse.

1.140 Suicide and Depression Awareness and Prevention
Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

1.150 Accommodating Breastfeeding Students

Students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant.
2. Permission to bring onto school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child, or attend to health needs associated with breastfeeding (including eating, drinking, or using the restroom).
6. The opportunity to make up work missed due to the student's use of reasonable accommodations for breastfeeding.

Complaints regarding violations of this procedure should be made to the District's Complaint Manager or Non-Discrimination Coordinator.

1.160 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

1.170 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The school will not prohibit students from wearing or accessorizing the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

1.180 Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss
- Behavioral signs:
- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling “down”
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use
-

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students’ ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says “no”
- Engaging in touching that a student or student’s parents/guardians have indicated as unwanted
- Trying to be a student’s friend rather than filling an adult role in the student’s life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student’s life or making up excuses to be alone with a student
- Expressing unusual interest in a student’s sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student’s access to other adults
-

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student’s health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to “hang out” or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee’s home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student’s physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog

- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space
-

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:
National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

1.185 Faith's Law Notifications
Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.[1]

1.190 Prevention of Anaphylaxis
While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

1.195 Food and Wellness
Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher or school office. All treats and snacks must be store bought and prepackaged in individual servings. Homemade treats or snacks are not allowable at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. In accordance with the JSD #117 Wellness Policy, it is strongly encouraged that you select a treat or snack with nutritional value.

1.200 Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

1.210 Free and Reduced-Price Food Services: Meal Charge Notification
The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, Free and Reduced-Price Food Services, and 4:140, Waiver of Student Fees. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, Free and Reduced-Price Food Services. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of $10.00. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

1.220 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.

1.230 Lost and Found
Possessions are to be clearly marked so they may be identified. All "found" articles are to be turned in to the office or placed in the lost and found bin.

1.2 School Messenger School Messenger is a messaging system that allows the district to quickly send mass notifications to employees, parents and students. Skylert is a web portal that works through Skyward's Family Access to provide you with the means to manage your contact sources and choose how you will be contacted for a variety of purposes. You can decide the contact method(s) by which you receive messages. School Messenger can provide you with information in two ways: Telephone/Cell Phone or Email

1.25 Telephone

Students may use the school office phones as determined by school personnel. Parents should use the main school number, 243-3383, to leave messages for their students. Students need to make prior arrangements to be picked up by parents after school and extracurricular events.

CHAPTER 2 - Attendance & Promotion

2.10 Attendance
Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

2.20 Student Absences
There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

In the elementary setting, attendance is taken at the beginning of the day and again after lunch. In the 6th-12th grade setting attendance is taken at the beginning of the day as well as each period/class of the day.

Attendance Definitions: There are two types of absences: excused and unexcused.

Excused absences include: illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal. Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school. All other absences are considered unexcused. Students are allowed one day-long absence per school year for the purpose of attending a civic event.

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Unexcused absences include: All other absences that do not fall under the definition of excused. Examples of unexcused absences include, but are not limited to: oversleeping, running errands, staying at home to provide daycare for siblings, shopping with family or friends, minor aches and pains, ordinary weather conditions, vacations, business that could be held outside of regular school hours, and unsecured transportation.

Other Attendance Practices

Pre-arranged Absences

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments, make-up work, and the Crimson PRIDE level system.

Forms for approval are available in the school office. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

Absences Due to Illness

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance. One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement.

It is the practice of District 117 to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected.

It is the practice of District 117 to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10 day mark are recorded as unexcused unless a remedy is established between the school and the family. In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting.

Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved. If a school official determines that a student/family is guilty of falsifying attendance information, consequences are outlined in the Behavior Consequence chart at the end of this handbook.

Notification of the School

In the event of any absence, the student's parent or guardian is required to notify the school before 8:00 a.m. to explain the reason for the absence. If notification has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will document a call to the parent or guardian to inquire why the student is not at school. In the event that communication does not occur between the parent/guardian and the school, the student will be required to submit a signed note within 48 hours of the recorded absence. The note should include: student name, parent name, date of absence, reason for absence, and parent signature. Failure to do so shall result in an unexcused absence.

2.30 Release Time for Religious Instruction and Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up all

2.40 Make-Up Work

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are unexcused from school will be allowed to make up missed work, including homework and tests, for equivalent academic credit upon teacher/administration discretion.

2.50 Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized

excuse) are considered truants. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who skip class may also be considered truant. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including: Referral to the truancy officer, Reporting to officials under the Juvenile Court Act, Referral to the State's Attorney, or Appropriate school discipline. Parents will receive notice of truancy after 4, 7, and 9 days of unexcused absence. A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

It is the policy of this District that no punitive action, including out-of-school suspensions, expulsions, or court action is taken against a student who is a chronic or habitual truant solely for such truancy unless available supportive services and school resources have been offered to the student and he/she has failed, within a reasonable time, to correct the behavior.

Parents who are negligent of their child's right to a free public education will be referred to the Truant Officer at the Regional Office of Education for possible prosecution by the Morgan County State's Attorney. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Tardy Policy Students are allowed 5 tardies each leveling term (midterm/quarter) before disciplinary action will be taken. This could include; detentions, AEP, conference with parents, escort to class, pass restriction.

2.60 Grading and Promotion

School report cards are available on Skyward for parents' viewing access every nine weeks. For questions regarding grades, please contact the classroom teacher. The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

AWARDS

Eighth grade students are eligible to earn the department awards at the end of the year. In addition, 8th graders who maintain straight A's for three academic years will be recognized at an awards ceremony.

Skyward Family Access

District 117 has implemented a web-based service that will allow JMS parents and authorized family members to view attendance records, schedules, grades, assignments, progress reports, discipline, and basic health information with a simple "point and click."

This service is located on the Jacksonville School District 117 home page [www.jsd117.org]. On the homepage, parents will find a link for Skyward Family Access. Each family has been assigned a unique username and password. This will allow families to view information about their student(s) enrolled in District 117. There are also email links that allow communication directly with staff members. Families should contact the JMS records secretary if they are experiencing difficulty with this service.

2.70 Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.[1]

Each student will keep a record of daily assignments in their agenda. Students are expected to be responsible for completing lessons at school and at home as homework if necessary.

Students who are absent from school may make up missed homework in a reasonable timeframe.[2]

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 student begins to have some area of concern affecting his or her school progress, the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will meet with a team of other staff members to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the child's progress. This team, referred to as the Problem Solving team, uses the insight and expertise of several different school staff members. Problem Solving team members contribute in different ways to the RtI process: offering suggestions, gathering data, and communicating with other staff and or parents. The Problem Solving team meets regularly to discuss and monitor student concerns. As the child's progress is measured over time, if he or she makes acceptable progress the interventions may be discontinued or continued if the team feels the interventions are needed to help the student succeed. If the child continues to struggle, then more intensive interventions may be tried.

What is the role of the parent in RtI? - Jacksonville School District #117 upholds the philosophy that parents are a child's first teachers as well as his or her lifetime coach. Therefore, the Jacksonville School District greatly values the important role of parents in the RtI process.

When a child is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student's performance to the parent and invite the parent to participate in telephone conversations and/or team meetings regarding their child. Parents will most often be given an active role in the intervention plan for their student. Parents provide insight into a child's learning and development to help understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan's effectiveness. Parents should contact their child's teacher with any concerns regarding academics or behavior.

Textbooks
Basic texts are loaned to students for their use during the school year. Students may be assessed a fee for some workbooks and other supplies. Textbooks are to be kept clean and handled carefully. Please be sure your name is written on the book labels in case the books are misplaced. A fine will be assessed based on a set schedule for abuse, misuse, or loss of books. If a book is damaged or stolen, notify a teacher immediately.

2.80-K8 Exemption From PE Requirement [K8] (Regular Education)
All students are required to participate in physical education unless exempted by a doctor. In order to be excused from participation in physical education, a student must present an appropriate excuse from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting. Excuse from PE in excess of 3 consecutive days requires a doctor's verification.

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 do not participate in Physical Education class, may not participate in extracurricular athletic activities that same day.

2.90 Talented and Gifted Services
Gifted students' needs in all K-12 classrooms will be met through differentiated instructional models (e.g. tiered instruction, compacting, learning centers, learning contracts, etc.). Additionally, a range of opportunities will be offered including flexible grouping within the classroom. Cluster grouping and re-grouping for instruction may be provided to address the variety of strengths and learning challenges that our students possess. Advanced courses will be offered in Math and English/Language Arts for students in grade 6-8. Criteria will be used to determine qualifications for these advanced courses including; State test scores, course grades, benchmark scores, etc.

2.100 Home and Hospital Instruction
A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates that the student will be absent from school, because of an extensive medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later than 5 school days after receiving a physician's, physician assistant or licensed advanced practice registered nurse written statement. In order for school officials and staff to better serve homebound or hospitalized students, the physician's written statement should include: Diagnosis, List of symptoms that would/could manifest in the instructional setting, Transition plan for a return to school.

Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school. Parents seeking home or hospital instruction should contact the building principal with the detailed physician's statement. A complete physician's, physician assistant or licensed advanced practice registered nurse statement will allow the school to begin the 5 day timeline for response to the student's need.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician, physician assistant or licensed advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

2.130 Complaints About Curriculum, Instructional Materials, and Programs: Ability to Opt-Out of Certain Course Content and Programs
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Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.

Exempting a child from using instructional material or refusing to allow a child from taking or participating in course content or a program that allows parents or guardians to object in writing and/or opt their child out of participation shall not be reason for disciplinary action or academic penalty to the student.

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CHAPTER 3 - Student Fees and Meal Costs

3.10 Fees, Fines & Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. 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 same income guidelines, with the same limits based on household size, that are used for the federal free meals programs;
2. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line;
3. The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

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 or an appeal of the District's decision to deny a fee waiver 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 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.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

3.20 School Lunch Program

Lunch is served every school day, except when there is an 11:00 a.m. or earlier dismissal. Students may bring their own lunch, purchase milk and a la carte items in the lunch line or purchase a full school lunch. Bringing in outside (fast food type) lunches is not permitted. Energy drinks should not be brought to school.

Students may pay for food purchased at school with cash or by using the Skyward lunch account. Money may be credited to the account by placing a check made out to District 117 and given to the cashier or school secretary. Parents may check account balances and usage through their Skyward Family Access account. Parents wishing to have their child eat lunch with them may do so by signing them out for the lunch period in person through the main office.

Free and Reduced Food Services

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, Free and Reduced-Price Food Services, and 4:140, Waiver of Student Fees. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

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Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, Free and Reduced-Price Food Services. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

CHAPTER 4 - Transportation & Parking

4.10 Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal. Notes must be provided to the office from each student's parent/guardian.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by 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. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.

10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
12. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus. For questions regarding school transportation issues, contact: 245-6624.

4.15 Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

4.20-K8 Parking

Those dropping off and picking up children should use the circle drive off of Lincoln Ave. starting at 7:45 in the morning.
Vehicles may not be parked or located in the bus lanes or fire lanes at any time. Vehicles located in these locations may be ticketed and/or towed by the police.

4.40 Bicycles and Skateboards

Bikes are to be parked and locked to the bike racks and skateboards kept in the student's locker. For the safety of all concerned, all bikes and skateboards are to be walked when on school property. Hoverboards are not allowed at school.

CHAPTER 5 - Health and Safety

5.10 Immunization, Health, Eye & Dental Examination

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 year1 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.

Dental Examination

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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.

5.15 Illness and Injuries
If your child is injured or ill, it may be necessary to contact you. Minor first aid may be administered, but school personnel are not qualified to make a medical diagnosis. Please make sure the office has accurate emergency information for your child. You will need to have prior arrangements made to have your child picked up at school in an illness/emergency occurs. All accidents that occur at school must be reported to the office. Students with school insurance should be sure to complete claim forms promptly. Accident insurance provides the necessary coverage required for students who participate in interscholastic activities.

5.20 Student Medication
Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being and must be stored and dispensed from the school nurse with proper documentation from a medical professional. 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). 643

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.

Personnel Authorized to Administer Medication

1. All student medication must be left in the school office or with the nurse unless otherwise authorized by the Principal. If there is no school nurse in the building, the medication shall be given to the person designed by the Principal. Medicine should be kept in a secure place.

2. All medication must be in the original container and be clearly marked with the student's name, doctor's name, contents and dosage.

3. All student medication will be administered by a school nurse, the Principal or his/her designee.

4. A record shall be kept of all medication dispensed by school personnel to students specifying the time of dispensation, dosage and supervising personnel.

5. When appropriate, the Principal may request parent(s)/guardian(s) to come to school to administer medication or aid.

Administration by Students

1. A student may self-administer non-oral medication and inhalers with parental consent when under the supervision of a school nurse or other school personnel designated by the Principal.

2. A student may self-administer without supervision only with parental consent and authorization of the Principal noted on the form.

Field Trips

1. Parents of students who require medication on field trips shall provide the certified school personnel responsible for the field trip with a copy of the school medical authorization described in B.1 above.

2. If medication in addition to that described in above is needed, an additional authorization form shall be provided prior to the field trip.

3. The following instructions shall appear on all parental permission forms required for field trips and outdoor education experiences:

All medication to be administered by school personnel or by student during this field trip or school-related activity shall be clearly marked with: Student's name, Medication name/dosage, Administration route and/or other directions

5.30-K8 Guidance & Counseling School Counselors work to maximize student success by promoting access and equity for all students. They help students with academic achievement strategies, managing emotions, and applying interpersonal skills. Short-term counseling, group support and collaborations with families, teachers, and staff are also provided for student success. Additionally, our school counselors support students with course selections and class schedules. Students need to get a pass from a teacher to see the counselor or leave their name in the main office. Exceptions may be made for emergencies.

5.40 Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will

be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

5.50 Communicable Disease

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

5.60 Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. Appropriate school staff shall be notified to intensify surveillance.
5. The heads of all students in the same classroom as the case may either be inspected, or a letter sent home notifying parents of the situation.
6. 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.
7. Any student who has been identified as a case or contact to a case of head lice may be rechecked within ten days after the initial examination. If at the recheck the student is not nit free, the head lice procedures again will be followed, beginning with the child being sent home for treatment.
8. Chronic untreated cases of head lice may be referred to the appropriate community agencies.
9. When a student violates this policy, and comes to school without clearance, proper authorities (parent(s), guardian, relative, advocate community agency, juvenile officer) will be contacted to remove the student from the building.

5.70 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

CHAPTER 6 - Discipline and Conduct

6.10 General Building Conduct

Students shall not arrive at school before 7:45 a.m. and classes begin at 8:15 a.m. and students are dismissed at 2:52 p.m. each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

- Hats, hoods, 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.
- Skateboards are not permitted in the school.
- Water guns, play guns, and/or real guns are not permitted at school.
- Electronic devices are permitted without permission from the principal.

Crimson PRIDE stands for Productive, Responsible Individuals Dedicated to Education. Students will be taught the Crimson PRIDE expectations of Be Responsible, Be Respectful and Be Safe throughout the school year. The Crimson Pride expectations are aligned with the Illinois State Board of Education's Social Emotional Learning Standards. Students who successfully meet those expectations will be acknowledged through a variety of planned activities and opportunities, as well as be awarded a level which includes privileges that are unique to each level. Students who need assistance with meeting the objectives will be offered interventions to support their needs.

6.15 Student Identification

Students will be issued ID cards following registration and will be expected to be able to produce the ID card upon request. Throughout the year, as students earn privileges they will need to show the ID card to access those privileges. Privileges may include opportunities during the school day as well as attendance at extracurricular activities at JMS and JHS. Failure to produce a valid ID card may prohibit a student's access to an earned privilege.

6.20 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, tobacco, vape, 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 or could be deemed unsafe. Costumes are not permitted.
- Body graffiti is not allowed at school.
- Hats, coats, hoods, bandannas, 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.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- Tops that are see-through, mesh, or ripped, low cut, too tight, too short, or expose back chest or shoulder are not permitted.
- Pants with holes or rips higher than fingertips extended at the student's side or have excessive holes/rips.
- The length of shorts or skirts must extend beyond the student's fingertips extended at the side and stay at the waist.
- Appropriate footwear must be worn at all times including no slippers.
- Pajama pants or boxer shorts are not permitted.
- 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.

6.30 Student Expectations

BE RESPONSIBLE…students have the responsibility of participating fully in the serious business of learning. Students must report to school and to all scheduled classes regularly and on time, remain in classes until dismissed by the teacher, pay attention to instructions, complete assignments to the best of their ability and request help when it is needed. KNOWLEDGE IS POWER!

BE RESPECTFUL…students have the responsibility of showing respect for the knowledge and authority of their teachers and other adults in the building. Remember that any adult in the building has the authority to correct students. Students should not defy authority. Students must use acceptable language when addressing adults. Students have the responsibility of recognizing the rights and human dignity of themselves and fellow students. For example, students must refrain from name-calling, fighting, harassment, belittling or engaging in deliberate attempts to embarrass or harm another student. Students must use acceptable language when addressing each other. Students are expected to keep their hands, feet, and hurtful comments to themselves. This also includes respecting others' property including trappers, supplies, and clothes of classmates. RESPECT OTHERS! Treat others as you wish to be treated!

BE SAFE…students must report to school and to all scheduled classes regularly and on time. They are to remain in classes until the teacher dismisses them. Students are expected to use time wisely and for the promotion of a positive learning environment and avoid any behavior that has a negative effect on learning. Students must cooperate by maintaining reasonable orderliness in the school and by taking care of books and other instructional materials in the classroom. Lockers, cafeteria, restrooms, school blacktop, and locker rooms are examples of other places students should maintain safe behavior. Take pride in your school!

Personal Property

Students and parents should consider carefully the decision to bring any non-instructional supplies to school. The school will not accept responsibility for any non-instructional items that are lost, broken or stolen. Any item brought to school that causes a disruption to the educational environment, distraction to other students or potential threat to safety will be deemed to be inappropriate and may be confiscated by

the school. Confiscated items will be placed in the safe in the school's main office. The school may require a parent or guardian to sign for return of the item in the main office.

Student Behavior

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    - 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. Students are prohibited from using electronic devices. 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, smart watch, smart glasses or other similar electronic device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a)building administration grants permission (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan. Students may use school telephones in the various offices for emergencies.
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;
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.
6. On bus or bus stops.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Isolated Time Out, Time Out and Physical Restraint
Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Corporal Punishment
Corporal punishment is illegal and will not be used. Corporal punishment means a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt the offense, prevent its recurrence, or set an example for others.

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 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.

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.

3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying, the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence,posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination Coordinator:
Tim Roberts
JMS Principal
217-243-3383
664 W. Lincoln Ave.
Jacksonville, IL 62650
troberts2@jsd117.org

Complaint Managers:
Janean Mays and ———
JMS Assistant Principals
217-243-3383
664 W. Lincoln Ave
Jacksonville, IL 62650
Jmays@jsd117.or

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.[3]

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

6.42 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidents of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's

Uniform Grievance Procedure.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Illinois Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to:

https://dhr.illinois.gov/about-us/contact-idhr.html or
call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The District maintains a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program includes procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action. 651

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.45 Sexual Harassment & Teen Dating Violence Prohibited

Harassment Prohibited

No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[1]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors realted to a person's alleged sexual activities.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: www.cdc.gov/injury/features/dating-violence/index.html.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

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JMS Principal
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Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

Investigation Process

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

6.50-K8 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 with permission.
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.

6.60 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons: · Failure to receive appropriate permission from parent/guardian or teacher; · Failure to complete appropriate coursework; · Behavioral or safety concerns; · Denial of permission from administration; · Other reasons as determined by the school.

6.70 Access to Student Social Networking Passwords & Websites

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

6.80 Student Use of Electronic Devices

It is the strong recommendation of JSD 117 that students and their families carefully weigh the choice of whether to bring personal electronic devices to school. Personal electronic devices are disruptive to the learning environment, often cause discipline problems, and are all too frequently damaged, lost, or stolen. Furthermore, certain mobile device habits can contribute to health issues. If students do bring cell phones

or other personal electronic devices to school, they are subject to the following policy guidelines. 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, smart watch, smart glasses 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 the school day, which begins when the student arrives for school, electronic devices must be powered-off and out-of-sight unless, **(a)** permission is granted by an administrator, **(b)** use of the device is provided in a student's individualized education program (IEP) or Section 504 plan;

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), recording students without their permission, or recording altercations among students.

Students may use school telephones in the various offices for emergencies. 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 discipline 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 meet with administration to pick up the device. 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.

If a student refuses to turn in their electronic device when this policy is violated, further disciplinary action can be taken.

COMPUTER USAGE

Computers are to be used only under teacher supervision. Students must have on file an Authorization for Use (AUP) that has been signed by a guardian as well as the student before being allowed to use any computer at JMS. Access to the Internet should be made using the links provided through the JMS website or other web addresses provided by a teacher.

6.90 Lockers Lockers will be assigned to each student upon request. They will be assigned to them based on their homebase location. Locker issues should be reported to the homebase teacher. It is the student's responsibility to see that the locker is kept locked at all times and the combination not given to others. The school is not responsible for loss or theft of items from lockers. Hallway lockers and locker room lockers are the property of the school and are under the control of school personnel. Any locker may be searched by school personnel on suspicion of a threat to the health or safety of other students. Students observed using unassigned lockers will face disciplinary action. A $5 fee will be assessed for a lock, and will be refunded at the end of the school year upon return of the lock.

6.100 Loitering Take care of school business and quickly move to where you belong. School ends at 2:52 p.m. on a regular attendance day. Students not participating in after school activities should leave school grounds at the end of the instructional day. Rides should arrive no later than 3:10 p.m.

CHAPTER 7 - Internet, Technology & Publications

7.10 Acceptable Use of the District's Electronic Networks

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.

Terms and Conditions

The term electronic networks includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
3. District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use – Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges – Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use – The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

1. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
2. Using the electronic networks to engage in conduct prohibited by board policy;
3. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
4. Unauthorized use of personal removable media devices (such as flash or thumb drives);
5. Downloading of copyrighted material for other than personal use;
6. Using the electronic networks for private financial or commercial gain;
7. Wastefully using resources, such as file space;
8. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
9. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
10. Using another user's account or password;
11. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
12. Posting or sending material authored or created by another without his/her consent;
13. Posting or sending anonymous messages;
14. Creating or forwarding chain letters, spam, or other unsolicited messages;
15. Using the electronic networks for commercial or private advertising;
16. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
17. Misrepresenting the user's identity or the identity of others; and
18. Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

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 the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the networks in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification – By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security – Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism – Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.
Telephone Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules – Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of public domain documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
4. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
5. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

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 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.
3. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those acceptable uses as detailed in these procedures. Internet safety is supported if users will not engage in unacceptable uses, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: **(1)** obscene, **(2)** pornographic, or **(3)** harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

7.20 - Guidelines for Student Distribution of Non-School Sponsored Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.

Students must not distribute material that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

3. Is socially inappropriate or inappropriate due to the 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;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students;1 or
6. Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

7.25 Guidelines for School-Sponsored Publications, Productions and Website

School-sponsored publications, productions and websites are governed by the Speech Rights of Student Journalists Act, school board policies and the student/parent handbook. Student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate; and
6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwanted invasion of privacy;
3. Violates Federal or State law, including the constitutional rights of third parties; or
4. Incites students to (a) commit an unlawful act; (b) violate any school district policy or student handbook procedure; or (c) materially and substantially disrupt the orderly operations of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Building Principal and/or student media advisers may review, edit, and delete such media material before publication or distribution of the media.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the School, District or an expression of Board policy.

7.27 Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;

5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: **(1)** accessing or distributing forbidden material, or **(2)** for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: **(1)** causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or **(2)** interferes with the rights of other students or staff members.

7.30 BYOT Program
Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct

Our school allows students to participate in a curriculum-based Bring Your Own Technology (BYOT) Program. A Parent/Guardian must authorize their student's participation in the program by completing the Participation in Bring Your Own Technology (BYOT) Program Responsible Use and Conduct Agreement. Your student must also sign the Internet Acceptable Use agreement to participate in the program. The violation of any laws, school board policies or student handbook procedures while participating in the program may result in the loss of your student's privilege to participate in the program and other discipline. Remember that you are legally responsible for your student's actions.

The teacher's role is that of instructor in your student's classroom. Teachers cannot spend time fixing technical difficulties with BYOT devices. Parents/guardians and their students share the responsibility for technical support and providing a properly charged BYOT device. If a BYOT device has technical difficulties: **(1)** a school-owned device may be provided, if available, or **(2)** students may be asked to partner with another student who has a functioning BYOT device during a lesson. The school also expects you and your student to keep the BYOT device free from viruses, malware, and/or any other harmful programs that could damage the school district's electronic network. Finally, the right to privacy in your student's BYOT device is limited while it is on any school property.

7.40 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take 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 and student ID number

- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics

- Permanent and temporary school student record information
-

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator.

Students may use AI as authorized in their Individualized Education Program (IEP).Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

7.60 Media Center

The Media Center, which has student-accessible computers as well as books and magazines for assigned study and recreational reading, is open for use during the entire school day as well as before and after school. Agenda passes are required for each visit, except before and after school, and passes must indicate the purpose of the visit. Up to two books at a time may be checked out for two-week periods; renewals are allowed. Students are required to dispose of all gum, candy, drinks, and food prior to using the Media Center.

CHAPTER 8 - Search and Seizure

8.10 Search and Seizure

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity
Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: **(a)** Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; **(b)** Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and **(c)** If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

A student's refusal to submit to a search would be deemed a violation of an administrative directive.

CHAPTER 9 - Extracurricular and Athletic Activities

9.00 Eligibility for Extracurricular Activities
In addition to offerings in the academic area, a number of extracurricular activities that encourage physical and social growth are available for students. The administration and staff at Jacksonville Middle School encourage extracurricular participation.

JMS follows the guidelines for eligibility as defined by the Illinois Elementary School Association, which states that students who participate in extracurricular activities, other than regularly scheduled class, maintain passing grades in all classes. A student who is failing any academic or elective class will be ineligible the following week. Eligibility is posted by teachers on Friday by 3:30 p.m. and reported to coaches. Students declared ineligible may practice the following week, but not participate in activities or competition, or travel to away games.

A student who has been declared ineligible for three weeks of the season shall not be eligible for any post-season awards (team captain, most valuable, sportsmanship, etc.). This applies to all extra-curricular activities which take students from classes - sport teams, Scholastic Bowl, student council, cheerleaders, pom pons, band, orchestra, choir, etc. Students must attend a full school day to participate in a practice or competition/activity after school. If a student is not present at school on Friday they are unable to participate in competitions on Saturdays. Administration has the right to approve these absences on a case by case basis.

9.10 Extracurricular and Athletic Activities Code of Conduct A member of any Jacksonville Middle School competitive program must adhere to the Code of Conduct. The student assumes the responsibility of representing the school and community within the stated guidelines. Any candidate or student selected for participation that repeatedly receives behavioral referrals, suspensions, or has excessive absences or tardies may forfeit the privilege of participation. Students participating in extracurricular activities should refer to the Extracurricular Handbook for details. All participants will be required to sign and abide by its contents.
This Extracurricular and Athletic Activities Code of Conduct applies, where applicable, to all school-sponsored athletic and extracurricular activities that are not part of an academic class nor otherwise carry credit for a grade.

Requirements for Participation in Athletic Activities

A student must meet all academic eligibility requirements and have the following fully executed documents on file (forms are located with registration on Skyward) in the school office before being allowed to participate in any athletic activity including tryouts and open gyms:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's "Pre-Participation Physical Examination Form."

2. Proof the student is covered by medical insurance and authorization for medical services.
3. A signed agreement by the student not to ingest or otherwise use any drugs on the IHSA's most current banned substance list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent/guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program.
4. Signed documentation agreeing to comply with the School District's policies and procedures on student athletic concussions and head injuries.
5. Athletic and Extracurricular Code of Conduct
6. Signed Consent to Participate in athletic and competitive activities by the student's parent/guardian.

Illinois Elementary School Association

Eligibility for most athletics is also governed by the rules of the Illinois Elementary School Association and, if applicable, these rules will apply in addition to this Extracurricular and Athletic Activities Code of Conduct. In the case of a conflict between IESA and this Code, the most stringent rule will be enforced.

Academic Eligibility

Selection of members or participants in extracurricular and athletic activities is at the discretion of the designated teachers, sponsors, and coaches.

In order to be eligible to participate in extracurricular and athletic activities, a student must maintain passing grades in all courses for the current term (ie. M1, T1, etc.). Any student failing to meet academic requirements will not be able to participate in a contest until declared eligible on the next eligibility list. Eligibility runs Sunday through Sunday.

Absence from School on Day of Extracurricular or Athletic Activity

A student who is absent from school is ineligible for any extracurricular or athletic activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made by administration for justifiable reasons, including: **1)** a pre-arranged medical absence; **2)** a death in the student's family; or **3)** a religious ceremony or event.

A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension.

A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the administration.

Travel

All students must travel to extracurricular and athletic activities and return home from such activities with his or her team by use of school approved transportation. A written waiver of this rule may be issued to administration upon advance written request of a student's parent/guardian and provided the parent/guardian appears and accepts custody of the student. Oral requests will not be honored and oral permissions are not valid

Code of Conduct

This Code of Conduct applies to all extracurricular and athletic activities and is enforced 365 days a year, 24 hours a day.[8]

This Code does not contain a complete list of inappropriate behaviors. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations. A student may be excluded from extracurricular or athletic activities while the school is conducting an investigation into the student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the Student Assistance Program for alcohol or other drug problems. Participation in an alcohol or drug counseling program will be taken into consideration in determining consequences for Code of Conduct violations.

The student shall not:

1. Violate the school rules and School District policies on student discipline including policies and procedures on student behavior;
2. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute a beverage containing alcohol (except for religious purposes); or marajuana/ THC.
3. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute tobacco or nicotine, vapes or e-cigarettes in any form;
4. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute any product composed purely of caffeine in a loose powdered form or any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;
5. Use, possess, buy, sell, offer to sell, barter, or distribute any object that is or could be considered a weapon or any item that is a look alike weapon. This prohibition does not prohibit legal use of weapons in cooking and in athletics, such as archery, martial arts practice, target shooting, hunting, and skeet;
6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors;
7. Act in an unsportsmanlike manner;
8. Violate any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and reckless driving;
9. Haze or bully other students;
10. Violate the written rules for the extracurricular or athletic activity;
11. Behave in a manner that disrupts or adversely affects the group or school;
12. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff; or
13. Falsify any information contained on any permit or permission form required by the extracurricular or athletic activity.

Hazing is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a detrimental effect on the student's or students' physical or mental health;
3. Interfering with the student's or students' academic performance; or
4. Interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Due Process Procedures

Students who are accused of violating the Code of Conduct are entitled to the following due process:

1. The student should be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges leveled against him or her.
4. The student may provide any additional information he or she wishes for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:
    a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all extracurricular or athletic activities for one of the time periods described below:
        - A specified period of time or percentage of performances, activities or competitions;
        - The remainder of the season or for the next season; or
        - The remainder of the student's school career.
    b. Sanctions for alcohol and other drug violations, including tobacco, nicotine in any form, mood-altering or performance enhancing drugs, products composed purely of caffeine in a loose powdered form, paraphernalia or any other illegal substance, will be based on the following:

First offense: After the first offense against the Behavior Code, a student will be suspended immediately for a minimum of 1/9 of the competitions, which will include at least one contest. After returning to school from a suspension, the student will be allowed to practice with the team during their suspension from competitions. If the violation occurs out-of-season, the student's suspension will begin on the Monday before his/her first interscholastic competition of the new season. Before the resumption of competition, the student and the Head Coach will arrange a conference for reintegration. The purpose of the conference is to review the facts and circumstances surrounding the infraction, the present situation, and the future implications.

Second Offense: After a second offense against the Behavior Code, the student will be immediately dismissed from the team for the remainder of the season and will forfeit all awards he/she is eligible to receive. If the second violation occurs out-of-season, the student will not be considered to resume participation in practices or events at Jacksonville Middle School until a conference with the student, parents/guardians, coach, and administration takes place.

Third Offense (in-season/out-of-season): After the third offense in-season/out-of-season, the student is declared ineligible for one (1) calendar year. After one year, the student may petition in writing the Appeal Process to hear any evidence to be considered for reinstatement to participation at Jacksonville Middle School.

All students remain subject to all the School District's policies and the school's student/parent handbook.

Modification of Athletic or Team Uniform

Students may modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of the student's religion or the student's cultural values or modesty preferences.

9.20 Attendance at School-Sponsored Dances

Attendance at school-sponsored dances is a privilege.

Only students who attend the school may attend school-sponsored dances.

All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances.

Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

9.30 Student Athlete Concussions and Head Injuries

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois Elementary School Association before being allowed to participate in any tryouts, open gyms, athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

CHAPTER 10 - Special Education

10.10 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student **(i)** has a physical or mental impairment that substantially limits one or more major life activities, **(ii)** has a record of a physical or mental impairment, or **(iii)** is regarded as having a physical or mental impairment.

For further information, please contact:
Barbie Davidsmeyer
217-243-7402

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Related Services Log

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

10.30 Exemption From PE Requirement

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or

2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

10.50 Request to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

10.70 PUNS (Prioritization of Urgency of Need for Services) Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.You may also contact the following District employee for assistance: 1

CHAPTER 11 - Student Records & Privacy

11.10 Student Privacy Protections

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.
Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent/guardian may: **(1)** inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or **(2)** refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: **(1)** a student or parent's first and last name, **(2)** a home or other physical address (including street name and the name of the city or town), **(3)** a telephone number, **(4)** a Social Security identification number or **(5)** driver's license number or State identification card.
Unless otherwise prohibited by law, the above paragraph does not apply: **(1)** if the student's parent/guardian have consented; or **(2)** to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

11.20 Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school 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.1 Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.
3. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper. A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent. Disclosure without consent is permitted

to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or Federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted. The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.
6. The right to prohibit the release of directory information. Throughout the school year, the District may release directory information regarding students, limited to:
    - 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
7. 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.
8. 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.3 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.
9. 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.
10. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520
Cross-Reference: PRESS 7:340, Student Records

11.30 Student Biometric Information

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

CHAPTER 12 - Parental Right Notifications

12.10 Teacher Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

12.20 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: Illinois Assessment of Readiness, Illinois Science Assessment, iReady.

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents/Guardians can assist their students to achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep during the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind students and emphasize the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

12.30 Homeless Child's Right to Education When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

(1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or (2) enrolling the child in 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:

Adrienne VanBebber, School Social Worker, (building Homeless Liaison) 243-3383, Kelly Zoellner, District Homeless Liaison 243-9411 ext. 1119

12.40 Family Life & Sex Education Classes

State law requires that all sex education instruction must be developmentally and age appropriate, evidence-based, and medically accurate and complete. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective method in the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS. A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you would like to examine instructional materials or request a class attendance waiver, please contact the main office.

12.60 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) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact Tim Roberts at 243-3383.

12.70 School Visitation Rights
The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

12.80 Pesticide Application Notice
The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the school office at 217-243-3383

12.90 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.

12.105 Student Privacy
The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.110 Sex Offender Notification Law
State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.

2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQ

12.130 Parent Notices Required by the Every Student Succeeds Act
I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

1. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. The teacher is teaching under emergency or other provisional status.
3. The teacher is teaching in the field of discipline of the certification of the teacher.
4. Paraprofessionals provide services to the student and, if so, their qualifications.

5.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:202

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at ww.jsd117.org[3]

IV. Parent & Family Engagement Compact[4]

V. Unsafe School Choice Option
The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.[5]

VI. Student Privacy
Students have certain privacy protections under federal law. For additional information, see handbook procedure 12.105.[6]

VII. English Learners
The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. For additional information, see handbook procedure 12:60.[7]

VIII. Homeless Students
For information on supports and services available to homeless students, see handbook procedure 12:30.[8]

For further information on any of the above matters, please contact the building principal.

Reading Strategy Checklist

Before Reading:

- I think about the cover, title, and what I know about the topic.
- I skim, looking at and thinking about illustrations, photos, graphs, and charts.
- I read the headings and captions.
- I read the back cover and/or print on the inside of the jacket.
- I ask questions.
- I make predictions.
- I read the questions before I read the selection.

During Reading:

- I make mental pictures because I am more likely to remember details if I actively picture the text in my mind as I read.
- I identify confusing parts and reread them.
- I use pictures, graphs, and charts to understand confusing parts.
- I identify unfamiliar words and use context clues to figure out their meanings.
- I stop and retell to see what I remember. If necessary, I reread.
- I predict and adjust or confirm.
- I raise questions and read on to discover answers.
- I make connections from the text to my own life or to similar situations or experiences outside the text.
- I draw conclusions and make inferences about what I read.

After Reading:

- I think about the characters, settings, events, or new information.
- I think about how this information impacts my life and the life around me.
- I think about whether I agree or disagree with what I read, or whether or not I liked or didn't like what I read.
- I discuss or talk about what I read with others.
- I write about what I read, including my reactions.
- I reread parts I enjoy.
- I skim to find details.
- I reread to find support for questions.

75 Most Commonly Misspelled Words

accept
affect
a lot
already
all ready
all right
argument
because
beginning
believe
business
calendar
character
choose
chose
concentration
definitely
doesn't
earrings
effect
embarrass
environment
except
experience
February
government
guard
it's
its
knew
know
loose
lose
maybe
minute
neighbor
new
no
opinion
principal
principle
probably
quiet
quite
realize
reason
receive
remember
restaurant
separate
succeed
surprise
taken
their
themselves
there
therefore
they're
thorough
threw
through
throughout
to
too
two
until
usually
weather
Wednesday
whether
who's
whose
woman
your
you're

Grabbers

Hook your reader! Get your reader's attention and entice him to read on.

Hook	Example
Idiom (figure of speech)	Now you're in a pickle. No food, no water, no shelter. What do you do?
Anecdote	I was living in Arkansas the first time I met prejudice face to face.
Definition	Metamorphosis means transformation. I found out this can apply to people as well as animals.
Setting	In a small school, tucked up in a hollow in Kentucky, students are discovering the power of excellence.
Quotation	"Give me liberty or give me death," declared Patrick Henry.
Pun: a play on words	Spider-silk crosshairs are spinning out of existence.
A riddle	What do you call an eight-legged weaver?
Alliterative phrase (and/ or rhyming)	Stepping and stomping. Whirling and swirling. Native Americans turn dancing into an art.
Words in capitals, bold or italics	STOP! **Look!** *Listen*! The safety patrol wants you.
Exclamation	Whew! And you thought the desert was hot!
Noises & Onomatopoeia	Slurp, slurp. Glug, glug. On a hot day the best thing to quench your thirst is a tasty fruit drink from Hollow Snack Bar.
Sentence Fragments	A rose in full bloom. Your favorite perfume. A steak cooking over charcoal. Our sense of smell tells us plenty.
Make a list	Balloons, presents, a birthday cake, lit candles…I remember my 10th birthday party.
Hyperbole (Exaggeration)	I thought I'd lose my mind the day my wallet was stolen. There had to be a million people staring at me as I lay flat on my back in the middle of the ice rink.

Effective Endings

End with your feelings: ● At that moment, I knew I would always love Rome. ● Poodles and Collies are fine, but German Shepherds are my favorite!
Leave a reminder: ● Remember, it is important for each person to take part in recycling. ● Be careful when studying spiders. Not all of them are friendly.
End with a question: ● Wouldn't you like to have a spider for a friend? ● Native Americans understood the importance of caring for the earth. Do you?
Make a prediction: ● After hearing the facts, surely you will want to start recycling today. ● The next time someone asks you why they can't fly like a bluebird, you will know the answer.
Return to the beginning: ● Beginning: Owls are amazing creatures! ● Ending: Perhaps, now, you can clearly see that owls truly are amazing creatures.
End with a portion of another piece of literature: ● Grandpa spoke wisely when he observed, "If a fellow didn't dream and have hope, life would sure be miserable." ● "In spite of everything," said Anne Frank, "I still believe that people are really good at heart."

Begin the last paragraph of persuasive writing with a strong lead in such as:

- Without a doubt…
- After reviewing the evidence presented…
- As one can see…
- Who among us would/would not support…

Finish by telling your readers what you want them to do!

Passionate Words

absolutely	unmistakably	wholeheartedly
at no time	without a doubt	always
at all times	disgraceful	never or ever
preposterous	vehemently	absurd
overwhelmingly	impossible	clearly
irresponsible	certainly	no matter
definitely	evidently	strongly
totally	completely	undoubtedly
under no circumstances	obviously	unquestionably

Persuasive Writing Checklist

Focus

- I use my introduction to set the purpose of my composition.
- I clearly state my position on the topic.
- I stay on the issue throughout the composition.
- I write a closing that effectively summarizes my position.

Support

- I use specific examples and details to explain each of the points that I use to explain my position.
- I balance my use of detail and description throughout my composition.
- I use the same *voice** throughout my composition.
- I use a variety of specific and descriptive words and phrases.
- I use words correctly and purposefully.

Organization

- My composition is arranged logically and makes sense.
- I use paragraphing to help organize my points.
- I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- My sentences begin in different ways.
- My sentences are different lengths to make my composition more interesting for the reader.
- I avoid using the same words over and over again.

Conventions

- I use complete sentences.
- I spell familiar words correctly.
- I use capitalization and punctuation correctly.
- I make sure that the subject of my sentence agrees with the verb.
- I use the same verb tense throughout my composition.

Voice – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

Narrative Writing Checklist

Focus

- I use my introduction to set the purpose of my composition.
- I have an interesting start to my story that catches the reader's attention.
- My composition is about the subject or topic.
- I write a closing that effectively unifies my writing.

Elaboration

- I use specific examples and details to describe the event or experience and my reactions and/or the reactions of others.
- I balance my use of description throughout my composition.
- I use the same *voice** throughout my composition.
- I use a variety of specific and descriptive words and phrases to make my composition more interesting for the reader.
- I use words correctly and purposefully.

Organization

- My composition moves logically through time and has a beginning, a middle, and an ending.
- I use paragraphing to help organize my story.
- I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- My sentences begin in different ways.
- My sentences are different lengths to make my composition more interesting.
- I avoid using the same words over and over again.

Conventions

- I use complete sentences.
- I spell familiar words correctly.
- I use capitalization and punctuation correctly.
- I make sure that the subject of my sentence agrees with the verb.
- I use the same verb tense throughout my composition.

Voice – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

Narrative Beginnings (After the Grabber!)

There I was…	Did I ever tell you about…
As I…	I have never felt so…
It was a…	If only I had known…
My heart was…	It all began…
I remember…	I was already…

Narrative Reflections

Looking back…	Now I know why I was…
As I think back to that day…	Now that I think about it…
I have learned…	I'll never be the same because…
I look forward to…	After this experience…
In the future, I…	If only I…
As I look back…	After all…
I now realize…	I'll always remember

Basic Short Narrative Guidelines

- Keep to the story you are telling. Do not stray or go off on a tangent.
- Make sure the events in your story happen in chronological order. Do not skip around in your telling of the story or jump from one event to another or suddenly change scenes. Use strong transitions throughout.
- Use great vocabulary. You want to show that you have a good command of words that are above and beyond those the average student your age knows.
- Use dialogue or other creative writing strategies somewhere in your story.
- Use similes and strong verbs to enhance descriptions.
- Make sure you include enough detail to make your story interesting to the reader, keeping the reader hooked.
- Write with a clear point of view and let your voice come through!

Transitions – Signal Words

Introducing opposite points of view
conversely
on the contrary
regardless
though
nonetheless
nevertheless
still
however
yet
even though
in spite of
although you argue
I question
It may be that you
in contrast
just the same
although
despite
notwithstanding
on the other hand
otherwise

Moving to a conclusion (summary)
accordingly
as a result
clearly
in short
in any event
to be sure
unquestionably
simply put
consequently
finally
for that reason
hence
in other words
as I have noted
without a doubt
undoubtedly
therefore
thus
for these reasons
obviously
in simpler terms
altogether
in any case
to put it differently

Adding supporting opinions
finally
similarly
in the first place
especially
frequently
in general
occasionally
furthermore
in addition
also
last
equally important
again
in particular
likewise
besides
next
moreover
further
usually
specifically

Adding several ideas
also
besides
further
to begin with
again
still
furthermore
in addition
in like manner
in the same way
likewise
in the first place
moreover
next
similarly
another
equally important
along with

Conceding a point (concession)
admittedly
certainly
doubtless
granted
no doubt
of course
to be sure
naturally
undoubtedly
unquestionably
I admit that
it may appear that

Adding an example or an illustration
as an illustration
as a case in point
after all
even
namely
for example
for instance
in fact
of course
such as
thus
certainly
specifically
to illustrate
in other words
in short
actually
the following example

Introductory Phrases
In my opinion
It is my belief
I believe
There is no doubt
From my point of view
It seems to me that
I question whether
I (dis)agree with
I maintain that

Showing special relationships
above
adjacent to
below
near
nearby
in the middle
underneath
in front
beyond
closer to
elsewhere
opposite
there
behind
next to
nearest

far
farther on
here
to the left
to the right
lowest
outside
throughout

Signaling cause and effect
as
a result
consequently
for this purpose
hence
since
if…then
caused by
this results in
was responsible for
as a consequence
therefore
thus
so
due to
for this reason
leads to
in effect
give rise to
owing to
thanks to
accordingly
because
to this end
then
brought about
made possible
as might be expected
ultimately
so it follows that

Qualifying a point
especially
frequently
in general
apparently
of course
in particular
occasionally
specifically
certainly
on a limited basis
usually
in fact
evidently
undoubtedly
in extreme cases

Showing degree
mainly
most significant
most important
best
equally important
even a small _____

Showing a contrast
conversely
however
instead
nevertheless
on the other hand
otherwise
regardless
so it follows that
although
at the same time
despite that
even so
even though
unlike
rather than
as opposed to
accordingly
because
to this end
then
brought about
made possible
as might be expected
ultimately

Making a comparison
again
also
compared to
in like manner
in a similar manner
although
even though
as compared to
primarily
in the same way
likewise
as well as
nevertheless
in spite of
equally
as
than
like
once more
similarly
have in common
all are
the same as
conversely
whether or not
by comparison
in addition

Indicating time (chronological order)
afterward
eventually
in that time
later
after a bit
after a while
as long as
as soon as
at last
at length
after
before
formerly
still
always
during
meanwhile
presently
shortly
soon
earlier
immediately
in the past
lately
while
earlier
by that time
in the meantime
simultaneously
at that time
until now
next week
subsequently
thereafter
since
so far
then
until
yet
finally
when
next
previously

concurrently	now	eventual
tomorrow	afterwards	

Works Cited – or – Works Consulted

Cite your sources using *MLA* format. Follow the examples below. Be sure to mimic proper punctuation. If some of the information can't be found, leave that blank.

Books

Last name of author, first. *Title*. City of publication: Publisher, copyright date. Medium of Publication.

Kurlansky, Mark. *Salt: A World History*. East Rutherford, NJ: Penguin USA, 2011. Print.

Encyclopedia

Last name of author, first. "Article title." *Title of encyclopedia*. Edition. Date published. Medium of Publication.

Roberts, Julie. "Sodium Chloride." *Columbia Encyclopedia*. 6th edition. 2011. Web.

Internet Article

Author(s). "Article Title." *Name of website*. Date of posting/revision. Name of institution/organization affiliated with site. Medium of Publication. Date of access.

Felluga, Dino. *Undergraduate Guide to Literary Theory*. 17 Dec. 1999. Purdue University. Web.15 Nov. 2000.

Internet Site

Author. "Page title." *Site title*. Date posted. Name of sponsor. Medium of Publication. Date found.

Letterman, Stan. "The Hot Button." *Roughcut*. 26 Oct. 2004. Turner Network Television. Web. 28 Nov. 2004.

Purdue Online Writing Lab. 2009. Purdue University. Web.10 Feb. 2010.

Interview, Letter or Email

Last name of writer, first name. "Subject line." Type of message. Medium of Publication. Date addressed.

Roberts, Kim. "Latest book." Email to author. Web. 4 May 2004.

Magazines

Last name of author, first. "Article title." *Title of magazine* Date: page numbers of article. Medium of Publication.

White, Susan. "The Salt Mine." *Geology Today* Sept/Oct 2009: 182-185. Print.

"The Salt Mine." *National Geographic* Nov. 2010: 161-167. Print.

Newspapers

Last name of author, first. "Article title." *Title of newspaper* Date edition: section letter and page numbers of

article.Medium of Publication.

Tanner, Nancy. “Salt Mine Museum Could Spark Tourist Trade.” *Wichita Eagle* 8 May 2010 late ed.: A9. Print.

Sample Works Cited or Works Consulted

Felluga, Dino. *Undergraduate Guide to Literary Theory*. 17 Dec. 1999. Purdue University. Web.15 Nov. 2000.

Kurlansky, Mark. *Salt: A World History*. East Rutherford, NJ: Penguin USA, 2011. Print.

Letterman, Stan. "The Hot Button." *Roughcut*. 26 Oct. 2004. Turner Network Television. Web. 28 Nov. 2004.

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Roberts, Julie. “Sodium Chloride.” *Columbia Encyclopedia*. 6th edition. 2011. Web.

Roberts, Kim. “Latest book.” Email to author. Web. 4 May 2004.

“The Salt Mine.” *National Geographic* Nov. 2010: 161-167. Print.

Tanner, Nancy. “Salt Mine Museum Could Spark Tourist Trade.” *Wichita Eagle* 8 May 2010 late ed.: A9. Print.

White, Susan. “The Salt Mine.” *Geology Today* Sept/Oct 2009: 182-185. Print.

Special Notes

- All entries are in alphabetical order according to the first word.
- If no author is listed, start the entry with the first available item. (See magazine example)
- If two authors share the same last name, order them by the first word that is different.
- All dates are listed as day month year (9 Aug 2001).

CITING SOURCES IN YOUR REPORT

1. The most common type of citation lists the author’s last name and the page number in parentheses.

   - He and his two brothers each led one of these regiments whenever his army went to war (Kelly 49).

2. If you have already named the author in your report, just include the page number in parentheses.

   - Author Joe Baker explains … Sometimes she would attack and then retreat to lead the enemy into a trap (77).

3. Some sources do not list an author. In those cases, use the title and page number. (If the title is long, use only the first word. If more than one article title begins the same way, use the first two words.)

   - The Rocky Mountains made it difficult for the people as they were exploring the Wild West (“History” 95).

4. Some sources (especially Internet sites) do not use page numbers. In those cases, list only the author.

   - In 1492, Christopher Columbus left port in search of undiscovered islands (Anderson).

5. If a source does not list the author or page number, use the title.

- People remember him as the King of Pop ("Michael").

6. On-line help for citing sources: https://owl.english.purdue.edu/owl/resource/747/01

Reading Response Reading Rubric

Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast.

Score	Criteria
4	● Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly. ● Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast. ● Reader uses relevant and accurate references; most are specific and fully supported. ● Reader integrates interpretation of the text with text-based support (balanced).
3	● Reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. ● Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast. ● Reader uses relevant and accurate references; some are specific; some may be general and not fully supported. ● Reader partially integrates interpretation of the text with text-based support.
2	● Reader demonstrates an accurate but limited understanding of the text. ● Reader uses information from the text to make simplistic interpretations or by making only limited connections to other situations or contexts. ● Reader uses irrelevant or limited references. ● Reader generalizes without illustrating key ideas; may have gaps.
1	● Reader demonstrates little or no understanding of the text; may be too brief. ● Reader makes little or no interpretation of the text. ● Reader uses no references or the references are inaccurate. ● Reader's response is insufficient to show that criteria are met.
0	● Reader's response is absent or does not address the task. ● Reader's response is insufficient to show that criteria are met.

Reading Response Science Rubric

Exceeds—must receive no more than one 3 and the rest 4's in the other areas of the rubric

Meets—may receive no more than one 2 and a combination of 3's and 4's in the other areas of the rubric

Approaches—may receive no more than one 1 and a combination of 2's, 3's or 4's in the other areas of the rubric

Begins—must receive at least a 1 in all areas of the rubric

Score	Knowledge (Knows and understands scientific terms, facts, concepts, principles, theories and methods)	Strategic Knowledge (How do you plan?) Application (Applies scientific knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate)	Communication (Communicates scientific knowledge and applications through writing, speech and visual displays)
4	Descriptions of scientific terms, facts, concepts, principles, theories and methods are complete and correct.	Applications are thorough, appropriate and accurate.	Written, oral and/or visual communication is well-organized and effective.
3	Descriptions of scientific terms, facts, concepts, principles, theories and methods are mostly complete and correct.	Applications are mostly thorough, appropriate and accurate.	Most of the written, oral and/or visual communication is well-organized and effective.
2	Descriptions of scientific terms, facts, concepts, principles, theories and methods are somewhat complete and correct.	Applications are somewhat thorough, appropriate and accurate.	Some of the written, oral and/or visual communication is well-organized and effective.
1	Descriptions of scientific terms, facts, concepts, principles, theories and methods are minimally complete and correct.	Applications are minimally thorough, appropriate and accurate.	Little of the written, oral and/or visual communication is well-organized and effective.
0	All descriptions of scientific terms, facts, concepts, principles, theories and methods are missing and/or incorrect.	All applications are missing and/or incorrect.	All of the written, oral and/or visual communication is missing and/or lacks organization.

Reading Response Math Rubric

Score	Mathematical Knowledge (Do you know it?)	Strategic Knowledge (How do you plan?)	Explanation (Can you explain it?)
4	● I get the right answer, and I label it correctly ● I use math terms correctly to show I understand how math works ● I compute with no errors	● I find all the important parts of the problem, and I know how they go together ● I show all the steps I use to solve the problem ● I explain any work I do in my head or with a calculator ● I completely show pictures, diagrams, models or computations if I use them in my plan	● I write what I did and why I did it ● If I use a drawing, I can explain all of it in writing
3	● I use most math terms correctly ● I make minor errors in computation	● I find most of the important parts of the problem ● I show a reasonable plan and most of the steps I use to solve the problem	● I write mostly about what I did ● I write little about why I did it ● If I use a drawing, I can explain most of it in writing
2	● I know how to do marts of the problem, but I make major errors in computation and get a wrong answer ● I give a wrong answer or only part of the answer	● I find some of the important parts of the problem ● I show some of the steps, but my plan is not clear	● I write some about what I did or why I did it, but not both ● If I use a drawing, I can explain some of it in writing
1	● I try to do the problem, but I don't understand it	● I find almost no important part of the problem ● I show a plan that is not reasonable ● I show almost none of the steps I use to solve the problem ● I may include unnecessary information	● I write or draw something that doesn't go with my answer ● I write an answer that is not clear

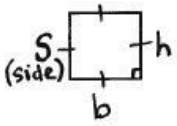
0	• I don't try to answer the problem	• I don't show a plan	• I don't explain anything in writing

X	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
2	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
3	0	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
4	0	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
5	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
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7	0	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168	175
8	0	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192	200
9	0	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216	225
10	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
11	0	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220	231	242	253	264	275
12	0	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240	252	264	276	288	300
13	0	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260	273	286	299	312	325
14	0	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280	294	308	322	336	350
15	0	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	375
16	0	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320	336	352	368	384	400
17	0	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340	357	374	391	408	425
18	0	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360	378	396	414	432	450
19	0	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380	399	418	437	456	475
20	0	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400	420	440	460	480	500
21	0	21	42	63	84	105	126	147	168	189	210	231	252	273	294	315	336	357	378	399	420	441	462	483	504	525
22	0	22	44	66	88	110	132	154	176	198	220	242	264	286	308	330	352	374	396	418	440	462	484	506	528	550
23	0	23	46	69	92	115	138	161	184	207	230	253	276	299	322	345	368	391	414	437	460	483	506	529	552	575
24	0	24	48	72	96	120	144	168	192	216	240	264	288	312	336	360	384	408	432	456	480	504	528	552	576	600
25	0	25	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400	425	450	475	500	525	550	575	600	625

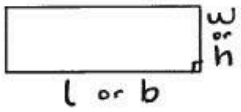
Math Assessment Reference Sheet

AREA (A): the space inside a 2-D (dimensional) shape. The formulas vary.
*Base and height always form a right angle!!

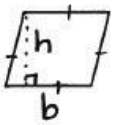
Square: $A = s^2$ OR $A = b \cdot h$



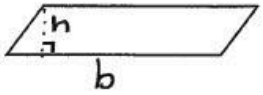
Rectangle: $A = l \cdot w$ OR $A = b \cdot h$



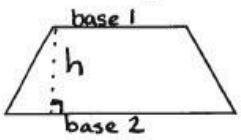
Rhombus: $A = b \cdot h$



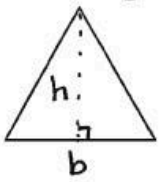
Parallelogram: $A = b \cdot h$



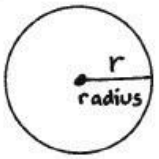
Trapezoid: $A = \frac{(b_1 + b_2)}{2} \cdot h$



Triangle: $A = \frac{b \cdot h}{2}$



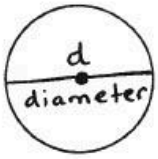
Circle: $A = \pi r^2$



$* \pi \approx 3.14$

PERIMETER (P): the distance around a polygon. Add the length of all the outside sides around the shape.

CIRCUMFERENCE (C): the distance around a circle. Formula: $C = \pi d$

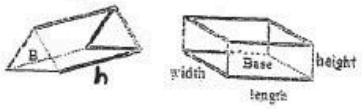


SURFACE AREA (SA): of a 3-D shape is the area of all of the surfaces added together.

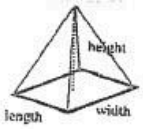
Unit Labels	
Perimeter/Circumference: units (u)	Ex. ft
Area: square units (u^2)	Ex. ft^2
Volume: cubic units (u^3)	Ex. ft^3

VOLUME (V): the space inside a 3-D figure. The formulas vary.

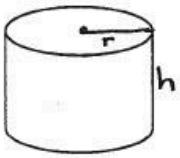
General Prisms: $V = B \cdot h$ **Where "B" is the area of the base polygon



Rectangular or Square Pyramid: $V = \frac{B \cdot h}{3}$ (or $V = \frac{l \cdot w \cdot h}{3}$)



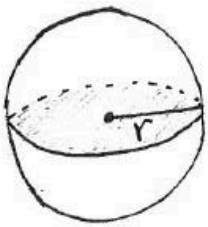
Cylinder: $V = \pi r^2 h$



Cone: $V = \frac{\pi r^2 h}{3}$



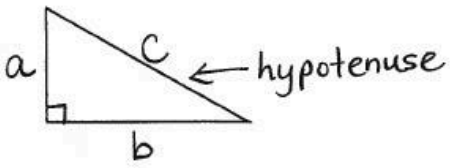
Sphere: $V = \frac{4\pi r^3}{3}$



$* \pi \approx 3.14$

Pythagorean Theorem: use this formula to find an unknown side length on a right triangle.

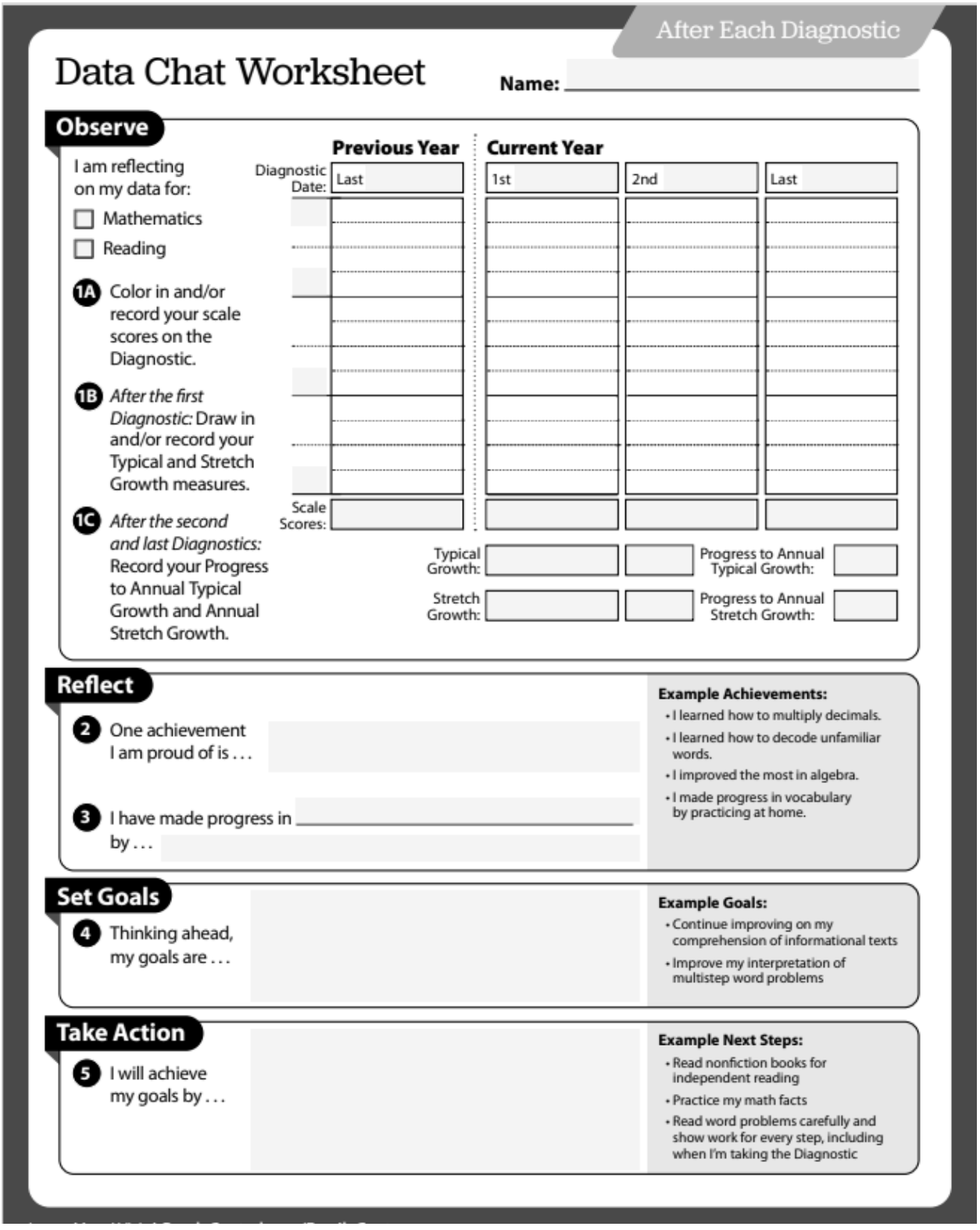
$a^2 + b^2 = c^2$



Metric Conversions:

1 inch = 2.54 centimeters	1 kilometer = 0.62 mile	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5,280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1,760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2,000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters


Olympia
Washington
Salem
Oregon
Montana
Helena
Boise
Idaho
North Dakota
Bismarck
South Dakota
Pierre
Wyoming
Cheyenne
Minnesota
St. Paul
Wisconsin
Madison
Iowa
Des Moines
Nebraska
Lincoln
Illinois
Springfield
Michigan
Lansing
Indiana
Indianapolis
Ohio
Columbus
Carson City
Sacramento
Nevada
California
Salt Lake City
Utah
Denver
Colorado
Topeka
Kansas
Jefferson City
Missouri
Kentucky
Frankfort
West Virginia
Charleston
Pennsylvania
Harrisburg
New York
Albany
Montpelier, Vermont
Maine
Augusta
Concord, New Hampshire
Massachusetts
Boston
Providence, Rhode Island
Connecticut
Hartford
Trenton, New Jersey
Dover, Delaware
Annapolis, Maryland
Richmond
Virginia
Raleigh
North Carolina
Columbia
South Carolina
Atlanta
Georgia
Alabama
Montgomery
Tennessee
Nashville
Arizona
Phoenix
Sante Fe
New Mexico
Oklahoma
Oklahoma City
Arkansas
Little Rock
Louisiana
Jackson
Mississippi
Baton Rouge
Texas
Austin
Tallahassee
Florida
Alaska
Jureau
Honolulu
Hawaii



*Students MUST have Hall Pass filled out, agenda, and ID (on level) with them anytime they are out of class!

Crimson PRIDE

***P**roductive **R**espectful **I**ndividuals **D**edicated to **E**ducation*

	Be Respectful	**Be Responsible**	**Be Safe**
Hall	-Make only positive comments to others -Talk quietly	-Keep the hallway and stairs clean -Use time wisely	-Hands and feet to self -Keep moving -Walk on the right side -Touch each stair
Restroom	-Make only positive comments to others	-Flush the toilet -Throw paper towels in the wastebasket -Turn the water off -Leave the restroom clean	-Keep hands and feet to yourself -Take care of your business in a timely fashion and return to class -Leave when finished
Cafeteria	-Use peaceful and appropriate language at all times -Speak in a low volume -Speak to people at own table -Remain in line	-Clean up after yourself -Keep to yourself -Place trash in the trash can -Get everything the first time -Use time wisely	-Keep hands and feet to yourself -Touch only your own food -Use food appropriately
Classroom	-Be quiet while the teacher is talking -Listen to peers share their answers and opinions -Ask permission to use materials or for privileges -Ask questions/get help -Believe in yourself	-Use materials appropriately -Have necessary materials for class -Make it to class on time -Use time wisely and hand homework in on time -Set goals and reflect on success -Be honest/fair	-Use materials appropriately
Events/ Assemblies	-Show good sportsmanship -Support and respect the efforts of all participants -Listen to peers being recognized -Respect opponents and officials -After school, eat in designated area	-Clean up your area -Give 100% effort -Be prepared to be called	-Move during designated times -Be seated quickly -Use stairs on bleachers
Bus	-Keep to your own space -Use appropriate language	-Maintain condition of the bus -Be on time	-Follow rules of the driver -Sit appropriately in your seat and remain seated -Move quickly to bus after school
Locker Room/ Gym	-Keep to self -Use only your belongings -Keep negative comments to self -Respect personal space and individual differences -Demonstrate good sportsmanship	-Open only your own locker -Place all items in locker -Practice good personal hygiene	-Dress quickly -Lock lockers -Use equipment properly -Gum and candy prohibited
Media Center	-Use quiet voices -Wait your turn -Respect others' space	-Have purpose/agenda ready -Be productive -Ask for help when needed -Return books on time -Return books in good condition	-Keep hands, feet, and objects to yourself -Use paint sticks correctly -Push in chairs
School/ Community	-Use appropriate language -Speak in a low volume -Respect property -Convey a positive attitude & be accepting of differences -Be polite -Use self-talk -Make choices best for YOU	-Accept consequences for choices made -Follow school dress code -Clean up after yourself -Follow the law-think first -Support your school and community	-Allow personal space -Have school ID at all times -Resist risk-taking behaviors

Crimson PRIDE

Productive, Respectful Individuals Dedicated to Education

RED	BLUE	GREEN	ORANGE	NO LEVEL
Criteria	**Criteria**	**Criteria**	**Criteria**	**Criteria**
0 D's 0 F's 0-3 missing assignments 0 Office Discipline Referrals (ODR) 0 Suspensions (AEP or OSS)	0 D's 0 F's 4-6 missing assignments 0 Office Discipline Referrals (ODR) 0 Suspensions (AEP or OSS)	1-2 D's 0 F's 7-9 missing assignments 1 Office Discipline Referral (ODR) 0 Suspensions (AEP or OSS)	3 or more D's 1 or more F's 10 or more missing assignments 2 Office Discipline Referrals (ODR) 1 AEP 0 OSS	3 or more Office Discipline Referrals (ODR) 2 or more AEPs 1 or more OSS

RED	BLUE	GREEN	ORANGE	NO LEVEL
Privileges	**Privileges**	**Privileges**	**Privileges**	**Privileges**
Eat lunch outside Pass privileges FREE admission to JMS sporting events/activities Periodic Celebrations School-wide Celebrations All Red All Year Celebration	Eat lunch outside Pass privileges Attend sporting events/activities Periodic Celebrations School-wide Celebrations	Pass privileges Attend sporting events/activities Periodic Celebrations School-wide Celebrations	Pass privileges School-wide Celebrations	Hall pass with escort only School-wide Celebrations

Students of JMS, show us your CRIMSON PRIDE!



Jacksonville School District #117

Early Years Program

Preschool for All

516 Jordan Street
Jacksonville, IL 62650
217-243-2876

Parent Handbook
2026-2027

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Dear Parent/Guardian,

Welcome to the Early Years Program! We are excited to have your family join our school community and look forward to partnering with you throughout the upcoming school year.

The early years are a special time in a child's development, and we are honored to be part of your child's learning journey. Our goal is to provide a safe, nurturing, and engaging environment where children can learn, grow, and build a strong foundation for future success through meaningful, developmentally appropriate experiences.

At Early Years, we believe that parents and caregivers are a child's first and most important teachers. By working together, we can support your child's growth both at home and at school. We value open communication and encourage you to reach out whenever you have questions, concerns, or ideas to share.

We are looking forward to a wonderful year of learning, growth, and discovery with your child and family!

Sincerely,

Lindsay Wayne
Principal, Early Years Program

School Board and District Administration

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website www.jsd117.org or at the Board office, located at:

211 West State Street

Jacksonville, Il 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. Mike Lonergan, Vice-President

Ms. Teresa Wilson, Secretary

Ms. Heather Leonard, Member

Mr. Byron Pool, Member

Ms. Brenda Stewart, Member

Ms. Sherie Trace, Member

The School Board has hired the following administrative staff to operate the school:

Mr. Steve Ptacek, Superintendent

Mr. Matt Moore, Assistant Superintendent

Ms. Lindsay Wayne, Principal

Early Years Staff Directory

Office Staff

Lindsay Wayne – Principal of the Early Years Program

Kim Speaker – Secretary

Shawn Ford – School Nurse

Karla Evans – Head Custodian

Wayne Gardner – Night Custodian

Preschool Staff

Kelly Ballard – Instructional Leader
Amy Dufelmeier – Preschool Teacher
Danielle Jackson– Preschool Teacher
Amanda Tomhave – Preschool Teacher (Long Term Substitute)
Samantha Lomelino – Murrayville Teacher
Maghen Matthews – Preschool Teacher
Jessie Bonds – Preschool Teacher
Holly Saxer – Preschool Teacher
Megan Venz – Preschool Teacher
Addie Schmidt-Preschool Teacher
Karli Saxer – Paraprofessional
Melissa Bolino – Paraprofessional
Sarah Kokinias – Paraprofessional
Sarah Maxwell – Paraprofessional
Ashlynn Wright – Paraprofessional
Camri Brogdon – Paraprofessional
Shaniece Howell – Paraprofessional
Shelle Young – Paraprofessional
TBD – Paraprofessional

Shelly Hannant – Parent Educator
Kayla Wright – Parent Educator
TBD – Parent Educator

Birth to 3 Prevention Initiative Staff

Abby Fanshier – Home Visitor
Rosemary Grace – Home Visitor
Bailey Cooper – Home Visitor
Alaina Rueter – Home Visitor
Mary Steelman – Home Visitor
Jennifer Williams – Home Visitor

I. ABOUT OUR PROGRAM

Mission

The Early Years Program, in partnership with families and the community, provides a nurturing, high-quality learning experience for children from birth to age five. We are committed to supporting each child's growth through developmentally appropriate experiences that foster learning, curiosity, and confidence.

Philosophy

At Jacksonville School District #117 Early Years, we believe every child deserves a safe, caring, and engaging environment in which to learn and grow. We recognize that children learn best through meaningful experiences that support their individual strengths, interests, and developmental needs.

We also believe that parents and caregivers are a child's first and most important teachers. By working together, we can create strong partnerships that support children's success both at home and at school. Our staff values and respects the unique cultural, linguistic, and family backgrounds of every child and strives to create an inclusive environment where all families feel welcomed, respected, and supported.

Program Description

The Early Years Program is designed to support the whole child's development through play-based, developmentally appropriate learning experiences. Children participate in activities that encourage growth in the following areas:

- Social and emotional development
- Language and literacy
- Mathematics
- Science
- Social studies
- Fine arts
- Physical development and health

For families participating in our Birth to Three services, learning opportunities are also provided through home visits and family engagement activities.

Family Partnerships

Families are an essential part of our program. Because we believe parents and caregivers are a child's first teachers, we encourage families to actively participate in their child's learning experience.

Families are invited to:

- Attend parenting sessions and family events
- Participate in field trips and classroom activities
- Visit their child's classroom
- Engage in learning activities at home
- Communicate regularly with program staff

Our goal is to support and empower families as they nurture their child's development. If you have questions, need assistance, or would simply like to talk, please contact us. We are here to help.

Enrollment

Before enrolling at Early Years, each child is **required** to complete a developmental screening, the online Skyward enrollment application, and present the following documents:

1. Proof of Residency in Jacksonville School District

Acceptable Proof of Residency

Category I (One Document Required)

- Most recent property tax bill and proof of payment
- Mortgage documents
- Signed and dated lease with proof of most recent payment
- Letter from property manager with proof of most recent payment
- Letter of residence from landlord

Category II (Two Documents Required)

- Driver's license
- Vehicle registration
- Voter registration card
- Recent utility bill (cable, electric, gas, or water)
- Public aid card
- Current homeowners or renters insurance policy

- Current library card
- Moving company or rental truck receipt
- Mail received at the current residence

2. Copy of Certified Birth Certificate

3. Physical Examination (including immunizations & lead screening)

4. Proof of Household Income

Children must be 3 years old to enroll in our Early Childhood Program. Children who are 5 years old on or before September 1st of the current school year will be age-eligible for Kindergarten in their respective home elementary school.

If you have questions about enrollment or residency documentation, please contact the Early Years office. Our staff is happy to assist you through the enrollment process.

Screening and Eligibility

As part of the enrollment process, children ages 3–5 participate in a developmental screening using the Speed DIAL assessment. Children from birth to age 3 are screened using the Ages & Stages Questionnaires (ASQ-3). These screenings help us learn more about your child's development and identify any areas where additional support may be beneficial.

Families also complete a confidential family information form that helps us better understand your child's strengths, needs, and family circumstances. This information is used to determine eligibility according to Illinois Preschool for All guidelines.

Because the number of available spaces is limited, priority is given to children and families who may benefit most from additional early learning opportunities and family support services. All information shared with the program is kept confidential and used solely to determine eligibility and provide appropriate services and support.

Family Participation

Families are encouraged to:

- Attend family events and parenting sessions
- Participate in scheduled home visits when applicable
- Support learning activities at home
- Attend parent-child activities throughout the year

Communication and Conferences

We believe strong communication between home and school is essential. Throughout the year, families can expect:

- Parent-teacher conferences in the fall
- A progress report sent home in February
- An end-of-year conference or exit visit
- A home visit at the beginning of the school year (or upon enrollment) and as needed
- Regular newsletters, flyers, and monthly calendars

Information can be provided in your preferred language whenever possible. Families can also access program information online at earlyyears.jsd117.org.

Programming for Children Under 3 Years Old

Prevention Initiative Program (Birth to Age 3)

The Prevention Initiative Program supports expectant parents and families with children from birth to

age three. Our goal is to partner with families during these important early years by providing information, encouragement, and resources that support healthy child development and positive family relationships.

Participation in the program is voluntary and provided at no cost to eligible families.

Services Available to Families

Our program offers a variety of services designed to support both children and caregivers, including:

Personal Encounters (Home Visits)
A Parent Educator will meet with your family regularly to provide information about child development, support your parenting goals, and help you celebrate your child's growth and milestones.

Group Encounters
Families have opportunities to connect with one another through group activities, family events, and presentations from guest speakers on topics that are relevant to parenting and child development.

Child Screenings
Developmental, vision, hearing, and health screenings help monitor your child's growth and identify any concerns early so that families can access support and services if needed.

Community Resources and Referrals
Our staff can help connect families with community resources and services that meet their individual needs and interests.

Partnering Together

Home visiting services are most successful when families and Parent Educators work together as a team. To help make the most of your experience in the program, we ask families to:

- Participate in scheduled visits and notify your Parent Educator at least one hour in advance if you need to cancel or reschedule.
- Minimize distractions by turning off the television and silencing cell phones during visits when possible.
- Attend group events and family activities when you are able.
- Share your observations, questions, and concerns about your child's development.
- Actively participate in visits and learning activities.

We value the unique strengths and experiences that each family brings to the program and look forward to partnering with you to support your child's learning and development.

To learn more about the Prevention Initiative Program or to determine eligibility, please contact the Early Years office to schedule an appointment with one of our Home Visitors.

II. ATTENDANCE, SCHEDULE AND TRANSPORTATION

Attendance

Regular attendance is important for your child's learning, development, and success in the program. We encourage children to attend school consistently so they can fully benefit from classroom experiences and build strong relationships with their teachers and peers.

If your child will be absent, please notify the school office and, if applicable, the bus garage as soon as possible. Families who receive transportation services should call at least 30 minutes before their child's scheduled pick-up time so the bus driver can be notified.

If your child will be arriving late to school and needs a school lunch, please call the office by 8:15 a.m. so we can ensure a lunch is ordered. If we do not receive notification by 8:15 a.m., families will be asked to provide a nutritious lunch for their child that day.

Program staff may contact families when attendance concerns arise to offer support and determine how we can help improve attendance. In accordance with Illinois State Board of Education guidelines, a child may be unenrolled from the program after six consecutive weeks of absence without any attendance during that time. Planned extended absences that have been communicated to the program are excluded from this guideline.

Program Schedule

Preschool classes meet Monday through Friday unless otherwise noted on the school calendar.

Full-Day Program

- 8:00 a.m. – 2:30 p.m.

Half-Day Programs

- Morning Session: 8:00 a.m. – 10:45 a.m.
- Afternoon Session: 11:45 a.m. – 2:30 p.m.

Murrayville Program

- 7:45 a.m. – 11:30 a.m.

Before-School Care

Before-school care is available, with Principal approval, for families who need additional support with morning schedules. Care begins at 7:30 a.m. in the gym.

If your family has a temporary need for before-school care due to a special circumstance (such as a work schedule change, appointment, or other short-term situation), please contact the office to discuss available arrangements.

Arrival and Dismissal

Parking and Building Access

Parent and visitor parking is available in the west parking lot. To help ensure the safety of our students and keep traffic flowing smoothly, parking is not permitted on Jordan Street in front of the school between 7:15–8:30 a.m. and 2:00–2:45 p.m.

The east parking lot is reserved for staff parking and bus loading/unloading only.

For the safety and security of our students, families and visitors should enter and exit the building through the Main Entrance located at the front of the building on Jordan Street.

Arrival Procedures

Before-school care begins at 7:30 a.m. If your child will be attending before-school care, please walk them to the Main Entrance before 7:55 a.m. and ensure they are greeted by a staff member before leaving.

For regular arrival, doors open at 8:00 a.m. Families should walk their child to the Main Entrance and personally hand them off to a staff member. The same procedures apply to midday drop-off for afternoon classes.

To ensure student safety, children should never be dropped off unattended. Please do not pull up to the curb and allow your child to walk to the building alone.

Students arriving after 8:35 a.m. (or after 12:00 p.m. for afternoon classes) must be signed in at the office by a parent or guardian.

Because learning begins right away, we encourage families to arrive on time. Students arriving after 8:10 a.m. may miss valuable instructional activities.

Building Security

For the safety of all students and staff, the Early Years building remains locked during the school day. All visitors, including parents and caregivers, must check in through the office upon arrival.

Dismissal

At dismissal, children will be released directly to a parent, guardian, or other authorized individual listed on the child's pickup form. For safety reasons, staff cannot send children to waiting vehicles unattended. Families must walk up to receive their child.

Weather permitting, classes will be dismissed from their designated areas in front of the school. During inclement weather, students will be dismissed under the front awning.

Dismissal times are:

- 10:45 a.m. for morning classes
- 2:30 p.m. for afternoon and full-day classes
- 11:30 a.m. for the Murrayville program

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Please make every effort to pick up your child on time.

Authorized Pick-Up

Please keep your child's Release for Pickup information current throughout the school year. Anyone picking up your child may be asked to provide photo identification before a child is released.

Communication

Arrival and dismissal times are great opportunities to share quick updates with your child's teacher or Parent Educator. If you have questions, concerns, or information that requires more time, please feel free to contact the school office.

Transportation

Transportation services are available for eligible students attending the Early Years Program.

For students enrolled in half-day programs, transportation is provided one way only:

- Morning classes: Transportation is provided from school to home.
- Afternoon classes: Transportation is provided from home to school.

Transportation is not provided for students enrolled in the full-day preschool program. Families are responsible for arranging transportation to and from school for full-day students.

Students with an Individualized Education Program (IEP) may receive transportation services as determined by their IEP team and documented within the student's educational plan.

At the beginning of the school year, families utilizing transportation services must provide one designated pick-up location and one designated drop-off location. Students are assigned to a specific bus route and may only ride their assigned bus unless prior approval has been granted by the Principal.

While riding the bus, students are expected to follow all school and bus safety rules. The bus driver is responsible for supervising students during transportation, and school staff will work with families to address any significant concerns that may arise.

Please note that video and audio recording equipment may be used on district buses to help ensure student safety and assist with investigations involving accidents or behavioral concerns.

Bus Safety Expectations

To help keep all children safe, we ask families to follow these guidelines:

1. A responsible adult must be present at the bus stop when your child is picked up and dropped off.
2. If your child will not be riding the bus, please notify the school office at (217) 243-2876 at least 30–45 minutes before pick-up time.
3. Food and drinks should not be brought onto the bus.
4. Encourage your child to remain seated, keep their seatbelt fastened, and use a quiet voice while riding the bus.
5. Students will only be released from the bus when a designated adult is present on the same side of the road as the bus exit.

6. If someone other than the usual designated adult will be meeting your child, please notify the school office in advance. The individual may be asked to present a photo ID before your child is released.
7. Repeated failure to meet your child at the bus stop or notify the school of transportation changes may result in the loss of transportation privileges.
8. If transportation arrangements change, please contact the school office as soon as possible.

Weather and Emergency Transportation

When Jacksonville School District #117 cancels school due to weather or other emergencies, Early Years classes will also be canceled.

In some cases, rural routes may operate on emergency snow routes. When this occurs, emergency routes will be used for both morning and afternoon transportation. A designated adult must be present at the emergency stop to receive the child.

Families will be notified of school closings, delays, and transportation changes through the District's communication systems.

School Closings and Delays

The Early Years Program follows the Jacksonville School District #117 calendar for holidays, vacations, emergency closings, and early dismissal days. Additional non-attendance days may occur for staff professional development. Please refer to classroom newsletters, monthly calendars, and district communications for updates.

Late-Start Schedule

During severe weather conditions, the District may implement a delayed start

schedule. If a delayed start is announced:

- Before-school care will begin at 9:30 a.m.
- School will begin at 10:00 a.m.
- Dismissal will remain at 2:30 p.m.

Please ensure your contact information is current in Skyward so you receive important notifications regarding weather-related schedule changes.

Apptegy Messenger System

Jacksonville School District #117 will use Apptegy to communicate important information, including school closings, delays, emergencies, and other school announcements.

Messages may be sent by phone, text message, and email using the contact information provided by families. To ensure you receive these notifications, please notify the school office whenever your phone number, email address, or other contact information changes.

III. FAMILY EXPECTATIONS AND STUDENT SUPPORT

Student Behavior

At Early Years, we believe that behavior is a form of communication and that children learn best when they feel safe, supported, and understood. Our goal is to help children develop the social and emotional skills they need to be successful in school and in life.

Teachers guide children in learning how to:

- Play cooperatively with others
- Use words to express feelings and needs
- Solve problems with peers
- Take turns and share
- Follow classroom routines and expectations
- Manage strong emotions appropriately
- Persist through challenges and frustrations

When challenging behaviors occur, staff will:

- Ensure the safety of all children
- Respond calmly and respectfully
- Help children understand expectations
- Teach and model appropriate behaviors
- Work collaboratively with families to support the child's success

We believe that strong partnerships between home and school are essential. If behavioral concerns arise, staff will communicate with families and work together to develop strategies that support the child's growth and development.

Preschool Expulsion

Illinois law prohibits the expulsion of preschool children due to challenging behavior.

When behavioral concerns arise, the Early Years Program will work closely with families and community partners to identify supports and interventions that help the child successfully participate in the program. These supports may include:

- Collaboration with families
- Use of community resources and specialists
- Individualized planning and support strategies
- Development of transition plans when appropriate

If a child's behavior presents a serious safety concern, temporary alternative arrangements may be necessary while supports are put in place. Families will be included in all discussions and decisions regarding their child's educational program.

School Dress and Appearance

Preschool is an active place for learning, exploring, creating, and playing! We encourage families to send children to school in comfortable clothing that allows them to participate fully in classroom activities, outdoor play, art projects, and movement experiences.

We recommend:

- Comfortable play clothes
- Closed-toe shoes suitable for running and climbing
- Clothing that children can manage independently when using the restroom
- An extra set of clothing, including underwear and socks, kept at school

For the safety and well-being of all students, clothing should be appropriate for the school environment and should not display images, language, or symbols that are violent, offensive, or disruptive to learning.

If a child's clothing or footwear creates a safety concern or interferes with participation in school activities, school staff will work with families to find a solution.

Dressing for the Weather

Outdoor play is an important part of our preschool day, and children go outside whenever weather conditions allow. To help your child stay comfortable and enjoy outdoor activities, please send them to school dressed appropriately for the weather.

During colder months, children should come to school with a warm coat, hat, gloves or mittens, and any other seasonal clothing needed to stay warm. We also recommend dressing your child in layers, as classroom temperatures may vary throughout the day.

As a general guideline, children will participate in outdoor activities when temperatures (including wind chill or heat index) are between approximately 25°F and 90°F. Staff carefully monitor weather conditions and will modify or cancel outdoor play when temperatures or conditions are not safe for children.

Please be sure to label outerwear and send weather-appropriate clothing each day so your child can fully participate in outdoor learning and play.

Toileting

We understand that children develop toileting skills at different rates. Staff will support children with toileting needs in a respectful, safe, and developmentally appropriate manner.

Children who are not yet consistently toilet trained will be checked regularly throughout the day. If a change of clothing is needed, staff will assist according to program procedures and notify families as appropriate.

Families are encouraged to send an extra set of clothing, including underwear and socks, to be kept at school.

Response to Intervention (RtI)

Response to Intervention (RtI) is a process used to identify and support students who may need additional help in academic, social, emotional, or behavioral areas.

If concerns arise, teachers will work closely with families and other school professionals to develop strategies and interventions that support the child's success. Progress is monitored regularly, and plans are adjusted as needed.

Parents play an important role in the RtI process. Families provide valuable information about their child's strengths, interests, and experiences and are encouraged to participate in discussions regarding any interventions or supports that may be recommended.

If you have concerns about your child's development, learning, or behavior, please contact your child's teacher. We value working together with families to help every child succeed.

Children with Special Learning Needs

The Early Years Program is committed to supporting the unique strengths and needs of every child.

If concerns arise regarding a child's development, learning, communication, or behavior, families may be invited to participate in additional screenings or evaluations. These screenings help us better understand how to support your child's growth and success.

Depending on a child's individual needs, services may include:

- Speech and language support
- Special education services
- Classroom accommodations and modifications
- Inclusion support within the preschool classroom

If a child is found eligible for special education services, an Individualized Education Program (IEP) will be developed in partnership with parents, teachers, and specialists. Families are valued members of the educational team and are involved throughout the entire process.

IV. MEALS and SNACK

Children enrolled in the Early Years Program may participate in school breakfast and lunch programs that meet USDA nutrition guidelines.

- Students attending morning and full-day classes may receive breakfast.
- Students attending afternoon and full-day classes will receive lunch.
- Families may choose to send a nutritious sack lunch from home if preferred. At this time,

there is no charge for breakfast or lunch for students attending the Early Years Program.

Healthy Beverage Choices

To support healthy habits, soda is not permitted at school. If you choose to send a beverage with your child's lunch, we encourage nutritious options such as water, milk, juice, or yogurt-based drinks.

For safety reasons, please do not send beverages in glass containers.

Snacks

Children are provided with a nutritious snack and beverage that meet state nutrition requirements. Snack time is also an important opportunity for children to practice social skills

and engage in conversations with teachers and classmates.

Families are welcome to send store-purchased snacks or treats for birthdays and special celebrations. To help ensure student safety and comply with district policy, homemade food items may not be served at school.

If you plan to send a special treat, please contact your child's teacher in advance.

Students with Food Allergies and Medical Dietary Needs

The Early Years Program is committed to providing a safe learning environment for students with food allergies and other medical dietary needs.

If your child has a life-threatening allergy, chronic health condition, or requires special dietary accommodations, please notify the school office as soon as possible at (217) 243-2876.

Federal law protects students whose disabilities substantially limit a major life activity. When appropriate, a Section 504 Plan may be developed to ensure students receive the accommodations and support needed to safely participate in school activities.

If your child requires a food substitution or special dietary accommodation, a Physician Statement for Food Substitution form must be completed by your child's healthcare provider and submitted to the school office. Copies of this form are available upon request.

We encourage families to work closely with school staff to develop a plan that supports your child's health, safety, and success at school.

V. LEARNING AND DEVELOPMENT

Curriculum

The Early Years Program uses The Creative Curriculum® for Preschool, a research-based curriculum designed to support children's learning through exploration, play, and hands-on experiences.

Learning experiences are designed to support growth in:

- Social and emotional development
- Language and literacy
- Mathematics
- Science

- Social studies
- Fine arts
- Physical development and health

Learning Goals

Throughout the preschool years, children will have opportunities to develop skills that prepare them for future success in school. Some of our goals include helping children:

- Recognize and write their name
- Identify letters and sounds
- Develop early math skills and number recognition
- Follow routines and classroom expectations
- Build positive relationships with peers and adults
- Practice sharing, helping, and taking turns
- Communicate their thoughts, ideas, and feelings

Assessment

Assessment is an ongoing part of the learning process and helps teachers understand each child's growth and development. Teachers gather information through observations, classroom activities, work samples, and developmental assessments.

Assessment information may include:

- Teaching Strategies GOLD®
- Developmental checklists
- Progress reports
- Work samples and writing samples
- Narrative summaries

Assessment results are used to plan instruction and support each child's individual learning needs.

Parent-Teacher Conferences

Parent-teacher conferences are scheduled each year in October and February. Additional conferences may be requested by either the teacher or parent at any time.

Conferences provide an opportunity to:

- Discuss your child's progress and development

- Share information about learning at home and school
- Ask questions and address concerns
- Work together to support your child's success

We value strong partnerships with families and encourage ongoing communication throughout the school year.

Staff-to-Child Ratios

The Early Years Program follows Illinois requirements for staff-to-child ratios to ensure children receive appropriate supervision, support, and individualized attention. Classrooms will have no more than 20 children, with at least one adult for every 10 children.

Field Trips

Field trips provide valuable opportunities for children to explore their community and extend classroom learning through hands-on experiences.

Families are often invited and encouraged to participate in field trips and special events throughout the school year. Transportation for enrolled preschool students may be provided by district bus when needed. A signed permission form is required for all field trips that involve transportation.

To help ensure a positive experience for all children, we ask participating family members to:

- Focus their attention on their preschool child during the event.
- Silence cell phones and limit device use.
- Actively engage in activities and conversations with their child.
- Follow all safety guidelines provided by staff.

Staff members will carry communication devices and first aid supplies during all field trips.

School Pictures

Individual school pictures are taken each fall. Information about picture dates and package options will be sent home prior to picture day.

Apptegy and Teaching Strategies GOLD®

Families are encouraged to connect with their child's classroom through Apptegy and Teaching Strategies GOLD® (TSG).

These tools help families stay informed about classroom activities, upcoming events, and their child's learning and development through messages, photos, observations, and progress updates.

Please contact your child's teacher if you need assistance accessing either platform.

VI. FAMILY RIGHTS AND STUDENT SERVICES

Education of Children with Disabilities

At Early Years, we are committed to ensuring that every child receives the support and services they need to learn, grow, and be successful in school.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:

Ms. Lindsay Wayne, Principal

The Early Years Program - 516 Jordan Street

(217) 243-2876

Related Service Logs

Families of students receiving special education services have the right to receive information about the services their child receives through their Individualized Education Program (IEP).
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

The district follows state and federal laws to ensure that behavioral supports and disciplinary procedures are fair, appropriate, and responsive to the needs of students with disabilities.

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 Children's Rights

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 (EL) Program

Our school is committed to supporting English Learners (ELs) in developing strong English language skills while achieving the same high academic standards expected of all students. Services and supports are provided to help students succeed both academically and socially in the school environment.

Parents/guardians of English Learners will:

- Have opportunities to provide input and feedback regarding the English Learners program. ● Receive information about their child's English language development needs and any placement in English Learner services.
- Be notified of their rights and available program options.

If you have questions about English Learner services or would like to provide input regarding the program, please contact the Principal.

School Visitation Rights

The Illinois School Visitation Rights Act allows employed parents/guardians who are unable to meet with school personnel due to work obligations to request time off from work, under certain conditions, to attend important school-related meetings. These may include parent-teacher conferences, academic planning meetings, behavioral meetings, and other educational activities involving their child.

Parents/guardians who participate in school visits under this Act may request documentation from the school office verifying their attendance.

For additional information or to request verification of a school visit, please contact the school office. **Interpreter Services for Families**

Early Years is committed to ensuring that all families can fully participate in their child's educational experience. Families may request an interpreter for Early Years events and meetings, including parent-teacher conferences, PTAC meetings, open houses, screenings, IEP meetings, and other school functions.

To help us make appropriate arrangements, please notify the school as far in advance as possible, preferably at least two weeks before the event.

For assistance or to request an interpreter, please contact the school office.

Student Teachers and Interns

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Throughout the school year, Early Years may partner with colleges and universities to provide

learning opportunities for student teachers, interns, and tutors. These individuals work alongside experienced educators to gain practical experience in early childhood education.

Student teachers and interns may assist with classroom activities, work with small groups of children, and participate in instruction under the guidance and supervision of a certified teacher. The supervising teacher remains responsible for all classroom instruction and ensures that all activities support student learning and well-being.

VII. STUDENT RECORDS, PRIVACY, AND NOTIFICATIONS

Student Records & Privacy

At Early Years, we are committed to protecting the privacy of all students and families. Student records are maintained in accordance with federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act.

Parents/guardians have the right to:

- Review and request copies of their child's educational records.
- Request corrections to records they believe are inaccurate.
- Control the release of certain student information, as permitted by law.
- Receive information about how student records are maintained and protected.

The District may share student information only as permitted by law and only with individuals who have a legitimate educational interest or as otherwise required by state or federal regulations.

For complete information regarding student records, privacy rights, directory information, and FERPA protections, please refer to the Jacksonville School District #117 Student Records Policy available on the district website or by contacting the school office.

Student Biometric Information

The District will obtain parent/guardian consent before collecting any biometric information from a student. Biometric information includes unique physical or behavioral characteristics that can be used to identify an individual, such as fingerprints, voice recognition, or retinal scans.

Parents/guardians will be notified and provided with information about how any biometric data would be collected, used, stored, and protected before consent is requested.

Parent Right-to-Know Information

Parents/guardians have the right to request information about the professional qualifications of their child's teachers and paraprofessionals.

Upon request, the District will provide information regarding:

● Whether a teacher is working under an emergency permit or provisional license. ● A teacher's college major and areas of study.
● Advanced degrees or specialized training held by a teacher.
● The qualifications of any paraprofessionals or instructional aides who work with

your child. If you would like to request this information, please contact the school

office.

IX. HEALTH AND SAFETY

Health Requirements and Immunizations

Illinois law requires all students entering preschool for the first time to provide a current physical examination and proof of required immunizations before attending school.

Additional health requirements may include:

● Lead risk assessment or screening for children ages 1–7.
● Vision and hearing screenings, as required by Illinois law.
● Documentation of any medical conditions that may impact your child's participation in school.

Families are responsible for submitting all required health forms and immunization records by the deadlines established by the District and the State of Illinois. Students who do not meet these requirements may be excluded from school until the necessary documentation is received.

If your child is unable to receive a required immunization for medical reasons, please contact the school nurse or office for information regarding required medical documentation.

For complete information regarding health examinations, immunization requirements, exemptions, and deadlines, please refer to District policy or contact the school office.

Health Requirement Exemptions

In certain circumstances, students may qualify for an exemption from specific health examination, immunization, vision, or dental requirements as permitted by Illinois law.

Exemptions may be granted for:

● Medical reasons, with appropriate documentation from a licensed healthcare provider.
● Religious reasons, through the completion of a State of Illinois Certificate of Religious Exemption. ● Situations involving an undue burden or limited access to required healthcare providers, as allowed by state regulations.

Families seeking an exemption should contact the school office or school nurse for information regarding required forms and documentation.

School Nurse

A registered nurse is assigned to Early Years and provides health services to support student well-being and safety. Nursing coverage may vary from year to year based on staffing and district needs.

The school nurse assists with:

- Administration of medications required during the school day.
- Care for students who become ill or injured at school.
- Management of health conditions and emergency care plans.
- First aid and basic health assessments.
- Communication with families regarding student health concerns.

The nurse works closely with families and school staff to help ensure students are healthy, safe, and ready to learn.

Birth Certificate Requirement

Illinois law requires families enrolling a child in school for the first time to provide an original certified copy of the child's birth certificate. The school will verify the original document and maintain a copy in the student's permanent record.

Families have 30 days from enrollment to provide the required documentation. Failure to provide a certified birth certificate within the required timeframe may result in the matter being reported as required by state law.

If you need assistance obtaining a certified birth certificate, please contact the

school office.

Vision and Hearing Screenings

To support student health and learning, vision and hearing screenings are conducted each year by the Morgan County Health Department. These screenings help identify potential concerns that may impact a child's development, communication, or ability to learn.

If a screening indicates that follow-up may be needed, families will be notified by the Health Department and encouraged to seek further evaluation or services as recommended.

Dental Screenings

Each year, students may have the opportunity to receive a dental screening at school with parent/guardian permission. Information and consent forms will be sent home prior to the screening.

Results of the screening will be shared with families, and parents/guardians are encouraged to follow up with a dental provider if additional care or evaluation is recommended.

Medication Procedures

To ensure the safety and well-being of all students, medications should be administered at home whenever possible. If a student must take medication during the school day, a completed School Medication Authorization Form signed by the parent/guardian and healthcare provider (if required) must be submitted before any medication can be administered at school.

Medication guidelines include:

- All prescription and non-prescription medications require appropriate authorization before being brought to school.
- Medication must be provided in its original, properly labeled container.
- Authorization forms must be updated annually and kept on file at the school. ● Students may not carry or use medication at school unless specifically authorized by District policy.

Students with conditions such as asthma, severe allergies, diabetes, or epilepsy may be permitted to possess and/or self-administer medications or medical supplies as authorized by an approved health care plan and required school documentation.

Families should contact the school nurse with any questions regarding medication administration, required forms, or student health plans.

Diabetes Care

If your child has diabetes and requires support during the school day or at school-sponsored activities, a current Diabetes Care Plan must be provided to the school. This plan helps staff understand your child's medical needs and respond appropriately in both routine and emergency situations.

Parents/guardians are responsible for:

- Providing and updating the Diabetes Care Plan as needed.
- Notifying the school of any changes to medical instructions, emergency contacts, or healthcare providers.
- Supplying any necessary medications, equipment, or testing supplies.
- Signing required consent forms that allow school personnel to communicate with healthcare providers when necessary.

The school will work closely with families to support students with diabetes and help ensure their health and safety throughout the school day.

Emergency Medications and Medical Assistance

To help respond to certain medical emergencies, the District may maintain emergency medications such as asthma medication, epinephrine (for severe allergic reactions), opioid antagonists, and glucagon. These medications may be used in accordance with state law and

District procedures when a medical emergency occurs.

Families should not rely on the school to provide emergency medications for their child. Students who require medication for ongoing medical conditions should have appropriate medications, health plans, and authorization forms on file with the school.

In the event of a medical emergency, trained school personnel may provide emergency care and assistance as permitted by law.

Medical Cannabis Administration

Illinois law allows a parent/guardian or other approved designated caregiver to administer medical cannabis-infused products to a student at school or on a school bus when all state and district requirements have been met.

Families requesting this accommodation must:

- Provide required documentation and valid state registry identification cards. ● Complete all necessary District authorization forms.
- Coordinate with school administration prior to administration at school.

Medical cannabis products may not be smoked or vaped on school property. School employees are not required to administer medical cannabis products.

Families who believe their child may need medical cannabis during the school day should contact the school principal for information regarding eligibility, required documentation, and procedures.

Communicable Diseases

To help keep our students and staff healthy, Early Years follows guidance from the Illinois Department of Public Health regarding communicable diseases.

Parents/guardians should:

- Notify the school if their child has been diagnosed with or is suspected of having a communicable disease.
- Keep their child home when they are ill or contagious.
- Follow any treatment or exclusion recommendations provided by healthcare professionals and the school.

In some situations, a student may be required to remain home until they are no longer contagious. When appropriate, a healthcare provider's note may be required before the student returns to school.

If you have questions about illness, exclusion guidelines, or returning to school after an illness, please contact the school nurse.

Illness and Exclusion Guidelines

To help maintain a healthy learning environment, children who are ill should remain at home. Students should not attend school if they have any of the following symptoms:

- Fever of 100°F or higher
- Vomiting
- Diarrhea
- Unexplained rash
- Persistent or croup-like cough
- Open wounds with drainage that cannot be contained

If a child develops any of these symptoms while at school, a parent/guardian will be contacted and the child will need to be picked up.

Students with certain contagious conditions, such as pink eye (conjunctivitis), impetigo, ringworm, scabies, or lice, may be excluded from school until treatment has begun and they meet return-to-school guidelines. In some cases, a healthcare provider's note may be required.

Children should be symptom-free for at least 24 hours without medication before returning to school.

If a child becomes ill during the school day, they will be supervised in a separate area until a parent/guardian or emergency contact arrives. For this reason, it is very important that families provide current phone numbers and update emergency contact information whenever changes occur.

Parents/guardians should notify the school if their child has been diagnosed with a communicable disease, including but not limited to strep throat, influenza, chickenpox, pink eye, ringworm, scabies, lice, or other contagious illnesses.

Outdoor Play and Learning

Outdoor play is an important part of the Early Years program and supports children's physical, social, emotional, and cognitive development. Children have opportunities to develop important skills such as running, balancing, climbing, pedaling, hopping, and exploring through outdoor learning experiences.

Students are expected to participate in outdoor activities whenever weather conditions are safe. Generally, outdoor play will occur when temperatures, including wind chill or heat index, are between 25°F and 90°F.

Please send your child dressed appropriately for the weather each day, including coats, hats, gloves, boots, or other seasonal clothing as needed.

If your child has a medical condition that prevents participation in outdoor activities, a note from a healthcare provider outlining the restriction and duration of the exemption is required.

Head Lice

Early Years follows the recommendations of the Illinois Department of Public Health regarding the identification and treatment of head lice.

If a child is found to have head lice, a parent/guardian will be notified and provided with information about appropriate treatment. Families should notify the school if they suspect their child has head lice.

Before returning to school, the child must be checked by designated school personnel and determined to be free of live lice. Depending on District procedures, families may also be asked to address remaining nits (lice eggs) before the child returns to the classroom.

Students who have been excluded due to head lice must be brought to school by a parent/guardian for re-entry screening and may not ride the bus for this purpose.

Safety Drills

The safety of our students and staff is a top priority. Throughout the school year, Early Years conducts a variety of safety drills to help students and staff practice how to respond during emergency situations.

Required drills may include:

- Fire and evacuation drills
- Severe weather/shelter-in-place drills
- Lockdown drills
- Bus evacuation drills

Staff prepare students for these drills in developmentally appropriate ways to help them feel safe and confident. During all drills, students are expected to follow staff directions and practice safety procedures.

Families will be notified in advance of any law enforcement lockdown drills, and parents/guardians may choose to exclude their child from participating in those drills. Other safety drills may occur without advance notice.

Suicide and Depression Awareness and Prevention

The District is committed to promoting the safety, health, and well-being of all students. Resources related to suicide awareness, depression prevention, and mental health support are available to students, families, and staff.

Information about warning signs, available supports, and District policies can be found on the District website or by contacting the school office.

If you are concerned about your child's emotional well-being or mental health, please reach out to the school so we can help connect your family with appropriate resources and support.

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Child Safety and Protection

The safety and well-being of children is a top priority at Early Years. The District is committed to preventing child sexual abuse, grooming behaviors, and boundary violations through staff training, clear professional expectations, and reporting procedures.

Parents/guardians should be aware that changes in a child's behavior, emotional well-being, or physical health may sometimes indicate that additional support is needed. Families are encouraged to communicate any concerns with school staff.

All school employees are expected to maintain professional boundaries with students and are required by law to report suspected child abuse or neglect.

If you have concerns about the safety or well-being of a child, please contact the Principal, social worker, school counselor, or another trusted school staff member immediately.

Additional resources are available through:

- Illinois Department of Children and Family Services (DCFS) Child Abuse Hotline: 1-800-25-ABUSE (1-800-252-2873)
- National Sexual Assault Hotline: 1-800-656-HOPE (4673)

For complete information regarding warning signs, grooming behaviors, boundary violations, and reporting procedures, please refer to District policy.

Faith's Law: Employee Conduct Standards

Jacksonville School District #117 is committed to providing a safe and supportive learning environment for all students. In accordance with Illinois' Faith's Law, the District maintains an Employee Code of Professional Conduct that outlines expectations for appropriate interactions and boundaries between school employees and students.

All employees are expected to maintain professional relationships with students and follow established standards designed to protect student safety and well-being.

A copy of the District's Employee Code of Professional Conduct is available on the District website or may be requested from the Superintendent's Office.

Prevention of Anaphylaxis

Early Years is committed to providing a safe environment for students with severe allergies. The District has procedures in place to help prevent, recognize, and respond to allergic reactions, including anaphylaxis.

Families should notify the school of any severe allergies and provide all required medical documentation, medications, and emergency action plans.

For additional information regarding the District's anaphylaxis prevention and response procedures, please contact the Principal or school nurse.

Drug, Alcohol, and Tobacco-Free Environment

Jacksonville School District #117 is committed to providing a healthy and safe environment for students, staff, and visitors. The use of tobacco products, alcohol, illegal drugs, and other prohibited substances is not permitted on school property, school transportation, or at school-sponsored events.

Emergency Contacts and Authorized Pick-Up

For your child's safety, parents/guardians must provide current emergency contact and authorized pick-up information during registration through Skyward and keep this information updated throughout the school year.

Only individuals listed as authorized contacts may pick up a child from school. If changes are needed, families should notify the school office as soon as possible. Updates may be made through a written request, email, phone call, or other approved communication method. In some cases, additional documentation may be requested to verify changes.

It is essential that the school always has accurate contact information in case of illness, emergencies, or changes to dismissal plans.

X. TECHNOLOGY

Technology Use and Online Privacy

Early Years may use age-appropriate technology and online educational resources to support student learning and communication. Students are expected to use technology responsibly and in accordance with District expectations.

The District takes reasonable steps to protect student information when using educational technology programs and online learning tools. Educational technology providers are required to comply with state and federal laws regarding student privacy and data security.

Inappropriate use of District technology, devices, internet access, or online resources may result in the loss of technology privileges and other consequences as outlined in District policies.

Parents/guardians may request additional information about the educational technology programs used by the District and the measures taken to protect student information.

For complete information regarding internet use, email, educational technology, online privacy protections, and acceptable use expectations, please refer to District policies and annual technology notices.

XI. DISTRICT POLICIES AND GENERAL INFORMATION

School Safety

The District may conduct searches of school property and student belongings as permitted by law and District policy to help maintain a safe school environment. Additional information is available in the District's Board Policies.

Prevention of Bullying, Intimidation, and Harassment

Early Years is committed to providing a safe, caring, and inclusive environment where all children are treated with respect. Bullying, intimidation, harassment, discrimination, and other behaviors that interfere with a student's ability to learn or feel safe at school are not tolerated.

While preschool-aged children are still developing social skills, staff work proactively to teach kindness, empathy, problem-solving, and positive peer interactions. When concerns arise, staff will work with students and families to address behaviors and support a positive learning environment.

Parents/guardians are encouraged to report any concerns regarding bullying, harassment, intimidation, or other inappropriate behavior to the Principal or another trusted staff member. Reports will be taken seriously and addressed in accordance with District policies.

Retaliation against anyone who reports a concern is prohibited.

For complete information regarding bullying prevention, reporting procedures, and student protections, please refer to District Policies 7:20 and 7:180.

Nondiscrimination and Harassment

Jacksonville School District #117 is committed to providing a learning environment where all students and families are treated with dignity, respect, and fairness. Discrimination, harassment, or retaliation based on race, color, national origin, or any other protected characteristic is prohibited.

The District does not discriminate in its educational programs, activities, services, or opportunities. Concerns regarding discrimination, harassment, or unequal treatment will be addressed promptly and in accordance with District policies and applicable laws.

Parents/guardians who have concerns or wish to report discrimination or harassment should contact the Principal or the District's Nondiscrimination Coordinator.

Retaliation against any person who reports a concern or participates in an investigation is prohibited.

For complete information regarding reporting procedures, complaint resolution, and District nondiscrimination policies, please refer to the District website or contact the school office.

Visitors and Volunteers

We welcome family involvement and encourage parents/guardians to be active partners in their child's education. To help maintain a safe and secure environment for all students, all visitors and volunteers must follow school procedures.

Visitors

All visitors, including parents, guardians, and family members, must enter through the main entrance and check in at the school office upon arrival. Visitors will be asked to sign in, state the purpose of their visit, and wear a visitor badge while in the building.

To minimize disruptions to learning, families are encouraged to schedule appointments in advance when meeting with teachers or staff.

Visitors are expected to follow all school rules and conduct themselves in a respectful manner while on school property.

School Visitation Rights

Under the Illinois School Visitation Rights Act, employed parents/guardians may be entitled to unpaid leave from work to attend important school-related activities, such as parent-teacher conferences. Verification of attendance can be provided by the school office upon request.

Volunteers

We value the support of our volunteers and the positive impact they have on our school community. All volunteers must complete the District's volunteer approval process through the Secure Volunteer portal before participating in school activities.

Approved volunteers must:

- Check in and out through the school office.
- Wear a visitor badge while in the building.
- Follow all school procedures and staff directions.
- Maintain student confidentiality.

Confidentiality

Volunteers may see or hear information about students while helping at school. All student information is confidential and should not be discussed outside of the school setting. Volunteers should direct any concerns or questions to the classroom teacher or Principal.

Video and Audio Monitoring

To help maintain a safe and secure environment, Jacksonville School District #117 may use video and/or audio monitoring systems on school buses and video monitoring systems in certain public areas of school buildings.

Recordings may be reviewed by authorized school personnel to support student safety, investigate concerns, protect school property, and address disciplinary or safety issues. When appropriate, recordings may be shared with law enforcement as permitted by law.

The District takes reasonable steps to protect the privacy of students, staff, and visitors when using monitoring systems.

Facility Use

School facilities may be available for community use when approved by the District. Requests for facility use are subject to District procedures, availability, and administrative approval.

Individuals or organizations interested in using school facilities should contact the District Office for information regarding facility use procedures, fees, and requirements.

Invitations and Gifts

To help ensure that all students feel included, party invitations, birthday treats, gifts, and similar items should not be distributed at school unless every student in the class is included and prior arrangements have been made with the teacher.

Families are encouraged to distribute invitations and gifts outside of school. To protect student privacy, the school cannot provide student addresses, phone numbers, or contact information.

Equal Opportunity and Sex Equity

Jacksonville School District #117 is committed to providing all students with equal access to educational programs, services, activities, and opportunities. The District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, religion, disability, age, homelessness, or any other protected characteristic.

All students are entitled to participate fully in school programs and activities in a safe, supportive, and inclusive environment.

Parents/guardians or students who have concerns regarding equal opportunity, discrimination, or sex equity are encouraged to contact the District for assistance.

Equal Opportunity Contact:
Tami Stice, Director of Human Resources
(217) 243-9411

Pesticide Application Notice

The District may occasionally apply pesticides on school property as part of its pest management program. When possible, families will be notified in advance of scheduled pesticide applications through Skyward and the District calendar.

Advance notice may not be possible in situations involving an immediate threat to health, safety, or property.

Mandated Reporting

All school employees, including teachers, administrators, support staff, and other personnel, are mandated reporters under Illinois law. This means they are legally required to report any suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services (DCFS).

Reports are made when there is reasonable cause to believe that a child may be experiencing abuse or neglect. The safety and well-being of children is always the primary concern.

Animals on School Property

To help ensure the health, safety, and comfort of all students and staff, animals are generally not permitted on school property. Exceptions may be made for:

- Service animals accompanying an individual with a documented disability.
- Educational activities approved by school administration.

When animals are brought to school for educational purposes, appropriate precautions will be taken to ensure they are safely housed, properly cared for, and do not pose a health or safety risk to students or staff.

Families should contact the school before bringing any animal to school or

school-sponsored events.

Communication and Chain of Command

At Early Years, we value open communication and believe that most questions or concerns can be resolved quickly when addressed with the staff member closest to the situation. We encourage families to follow the District's chain of communication to ensure concerns are directed to the appropriate person and addressed as efficiently as possible.

Step 1: Contact the staff member directly involved (teacher, home visitor, therapist, paraprofessional, coach, or other staff member).

Step 2: If the concern is not resolved, contact the Principal or program

administrator. Step 3: If additional assistance is needed, contact the

District Office.

Step 4: If the concern remains unresolved after the previous steps have been followed, a parent or community member may contact a member of the Board of Education.

Following this process helps ensure that questions and concerns are addressed by those most familiar with the situation and allows for timely problem-solving.

Accommodating Individuals with Disabilities

Jacksonville School District #117 is committed to providing equal access to school programs, activities, services, and events for individuals with disabilities.

Individuals who require accommodations or special assistance to participate in a school-sponsored activity, meeting, or event should contact the Principal or District Office as far in advance as possible. Advance notice allows the District to make appropriate arrangements and ensure meaningful participation.

If you have questions about accommodations or accessibility, please contact the school office.

XII. Transition Services

Transitioning Into Early Years

Starting preschool is an exciting milestone, and we are committed to helping children and families feel comfortable and prepared. To support a successful transition into the Early Years Program, we provide opportunities for families to:

- Learn about our program and services.
- Visit classrooms and meet teachers.
- Attend registration and open house events.
- Review the Parent Handbook and school calendar.
- Receive assistance obtaining required enrollment documents, such as birth certificates, physicals, and immunization records.
- Learn about transportation options and bus expectations.
- Discuss strategies for easing separation anxiety.
- Connect with childcare providers regarding before- and after-school care needs.

We encourage families to ask questions and share concerns so we can work together to make the transition as smooth as possible.

Transitioning Out of Early Years

When a child leaves the Early Years Program, staff work closely with families to support a smooth transition to the next educational setting.

Depending on the family's needs and available time, staff may:

- Discuss program and referral options.
- Answer questions and address concerns.
- Review parent rights and responsibilities.

- Assist with transition planning and paperwork.
- Share records as permitted by law.

Transitioning to Kindergarten

Preparing children for kindergarten is an important part of the Early Years experience. Throughout the year, staff work with families and elementary schools to support a successful transition.

Transition activities may include:

- Sharing information about kindergarten registration and orientation events. ● Communicating with receiving schools about student strengths, needs, and progress. ● Assisting families with school visits or tours.
- Providing information about kindergarten expectations and summer learning opportunities. ● Participating in transition meetings for students receiving special education services.

We encourage families to visit their child's future school, attend kindergarten events, and talk positively about this exciting next step.

Recruitment and Community Outreach

Early Years works with families and community partners throughout Jacksonville and the surrounding area to identify and support children who may benefit from our programs and services.

Information about Early Years may be shared through:

- Community events and resource fairs
- School screenings and registration events
- Healthcare providers and community agencies
- Early Intervention and Prevention Initiative programs
- Social service organizations
- District communication platforms, websites, and social media

PUNS Information for Families

The Illinois Department of Human Services maintains the Prioritization of Urgency of Need for Services (PUNS) database for individuals with intellectual and developmental disabilities who may need services in the future.

Families of children with developmental disabilities may wish to register with PUNS, as enrollment is often required to access certain state-funded developmental disability services when funding becomes available.

For additional information about PUNS or assistance with registration, families may:

- Contact the Director of Special Services.
- Visit the Illinois Department of Human Services website.

H. Consideration to approve the amended calendar for 26-27 SY, and proposed calendar for 27-28 & 28-29 SY 735

CONSENT AGENDA ITEM June 24, 2026

TO: Board of Education
FROM: Matt Moore
SUBJECT: Consideration to approve amended and proposed school year calendars for 26-27, 27-28, 28-29

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves amended calendar for 2026-2027, and proposed calendars for 2027-2028 and 2028-2029 school years as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information: See Attached

Jacksonville School District 117
2026-2027 School Calendar

July -- 2026

S	M	T	W	TH	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		
						Total	0

August -- 2026

S	M	T	W	TH	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	2
16	17	18	19	20	21	22	5
23	24	25	26	27	28	29	5
30	31						1
						Total	13

September -- 2026

S	M	T	W	TH	F	S	
		1	2	3	4	5	4
6	7	8	9	10	11	12	4
13	14	15	16	17	18	19	5
20	21	22	23	24	25	26	5
27	28	29	30				3
						Total	21

October -- 2026

S	M	T	W	TH	F	S	
				1	2	3	2
4	5	6	7	8*	9	10	4
11	12	13	14	15	16	17	4
18	19	20	21	22	23	24	5
25	26	27	28	29	30	31	5
						Total	20

November -- 2026

S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	5
8	9	10	11	12	13	14	5
15	16	17	18	19	20	21	5
22	23	24	25	26	27	28	2
29	30						1
						Total	18

December -- 2026

S	M	T	W	TH	F	S	
		1	2	3	4	5	4
6	7	8	9	10	11	12	5
13	14	15	16	17	18	19	5
20	21	22	23	24	25	26	0
27	28	29	30	31			
						Total	14

January -- 2027

S	M	T	W	TH	F	S	
					1	2	0
3	4	5	6	7	8	9	4
10	11	12	13	14	15	16	5
17	18	19	20	21	22	23	4
24	25	26	27	28	29	30	5
31							
						Total	18

February -- 2027

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	5
7	8	9	10	11*	12	13	4
14	15	16	17	18	19	20	4
21	22	23	24	25	26	27	5
28							0
						Total	18

March -- 2027

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	4
7	8	9	10	11	12	13	5
14	15	16	17	18	19	20	5
21	22	23	24	25	26	27	4
28	29	30	31				0
						Total	18

April -- 2027

S	M	T	W	TH	F	S	
				1	2	3	0
4	5	6	7	8	9	10	5
11	12	13	14	15	16	17	5
18	19	20	21	22	23	24	5
25	26	27	28	29	30		5
						Total	20

May -- 2027

S	M	T	W	TH	F	S	
						1	0
2	3	4	5	6	7	8	5
9	10	11	12	13	14	15	5
16	17	18	19	20	21	22	4
23	24	25	26	27	28	29	0
30	31						
						Total	14

June -- 2027

S	M	T	W	TH	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				
						Total	0

X	=	Pupil Attendance Day
NIA	=	Not in Attendance
XHS	=	Half Day School Improvement Planning
ED	=	One Hour Early Dismissal
ED	=	SIP Schedule for 1st Day of Conferences/Last Day of School

FPT	=	Full Day Parent/Teacher Conference
HOL	=	Holiday
XED	=	Emergency Day
TI	=	Teacher Institute/Workshop
RPD	=	Remote Learning Planning Day/No student attendance

1st semester days	86
2nd semester days	88
Total Student Attendance Days	174
Teacher Institute/Workshop	4
Full Day P/T Conferences	2
Total Teacher Work Days	180

Parent/Teacher Conferences from 3:30 pm to 8:30 pm

****Parent/Teacher Conferences from 7:30 am to 12:30 pm***

***** 1st Emergency Day to be used***

1 - Jacksonville School District 117
2027-2028 School Calendar

July -- 2027

S	M	T	W	TH	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
						Total	0

August -- 2027

S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	3
22	23	24	25	26	27	28	5
29	30	31					2
						Total	10

September -- 2027

S	M	T	W	TH	F	S	
			1	2	3	4	3
5	6	7	8	9	10	11	4
12	13	14	15	16	17	18	5
19	20	21	22	23	24	25	5
26	27	28	29	30			4
						Total	21

October -- 2027

S	M	T	W	TH	F	S	
					1	2	1
3	4	5	6	7*	8	9	4
10	11	12	13	14	15	16	4
17	18	19	20	21	22	23	5
24	25	26	27	28	29	30	5
31							
						Total	19

November -- 2027

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	5
7	8	9	10	11	12	13	5
14	15	16	17	18	19	20	5
21	22	23	24	25	26	27	2
28	29	30					2
						Total	19

December -- 2027

S	M	T	W	TH	F	S	
			1	2	3	4	3
5	6	7	8	9	10	11	5
12	13	14	15	16	17	18	5
19	20	21	22	23	24	25	0
26	27	28	29	30	31		
						Total	13

January -- 2028

S	M	T	W	TH	F	S	
						1	0
2	3	4	5	6	7	8	4
9	10	11	12	13	14	15	5
16	17	18	19	20	21	22	4
23	24	25	26	27	28	29	5
30	31						1
						Total	19

February -- 2028

S	M	T	W	TH	F	S	
		1	2	3	4	5	4
6	7	8	9	10*	11	12	4
13	14	15	16	17	18	19	4
20	21	22	23	24	25	26	5
27	28	29					2
						Total	19

March -- 2028

S	M	T	W	TH	F	S	
			1	2	3	4	3
5	6	7	8	9	10	11	4
12	13	14	15	16	17	18	5
19	20	21	22	23	24	25	5
26	27	28	29	30	31		5
						Total	22

April -- 2028

S	M	T	W	TH	F	S	
						1	0
2	3	4	5	6	7	8	5
9	10	11	12	13	14	15	0
16	17	18	19	20	21	22	4
23	24	25	26	27	28	29	5
30							
						Total	14

May -- 2028

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	5
7	8	9	10	11	12	13	5
14	15	16	17	18	19	20	5
21	22	23	24	25	26	27	3
28	29	30	31				
						Total	18

June -- 2028

S	M	T	W	TH	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		
						Total	0

X	=	Pupil Attendance Day
NIA	=	Not in Attendance
XHS	=	Half Day School Improvement Planning
ED	=	One Hour Early Dismissal
ED	=	SIP Schedule for First Day of Conferences

FPT	=	Full Day Parent/Teacher Conference
HOL	=	Holiday
XED	=	Emergency Day
TI	=	Teacher Institute/Workshop
RPD	=	Remote Learning Planning Day/No student attendance

1st semester days	82
2nd semester days	92
Total Student Attendance Days	174
Teacher Institute/Workshop	4
Full Day P/T Conferences	2
Total Teacher Work Days	180

Parent/Teacher Conferences from 3:30 pm to 8:30 pm

****Parent/Teacher Conferences from 7:30 am to 12:30 pm***

***** 1st Emergency Day to be used***

1 - Jacksonville School District 117
2028-2029 School Calendar

July -- 2028

S	M	T	W	TH	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
						Total	0

August -- 2028

S	M	T	W	TH	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	3
20	21	22	23	24	25	26	5
27	28	29	30	31			4
						Total	12

September -- 2028

S	M	T	W	TH	F	S	
					1	2	1
3	4	5	6	7	8	9	4
10	11	12	13	14	15	16	5
17	18	19	20	21	22	23	5
24	25	26	27	28	29	30	5
						Total	20

October -- 2028

S	M	T	W	TH	F	S	
1	2	3	4	5*	6	7	4
8	9	10	11	12	13	14	4
15	16	17	18	19	20	21	5
22	23	24	25	26	27	28	5
29	30	31					2
						Total	20

November -- 2028

S	M	T	W	TH	F	S	
			1	2	3	4	3
5	6	7	8	9	10	11	4
12	13	14	15	16	17	18	5
19	20	21	22	23	24	25	2
26	27	28	29	30			4
						Total	18

December -- 2028

S	M	T	W	TH	F	S	
					1	2	1
3	4	5	6	7	8	9	5
10	11	12	13	14	15	16	5
17	18	19	20	21	22	23	5
24	25	26	27	28	29	30	0
31							
						Total	16

January -- 2029

S	M	T	W	TH	F	S	
	1	2	3	4	5	6	0
7	8	9	10	11	12	13	4
14	15	16	17	18	19	20	4
21	22	23	24	25	26	27	5
28	29	30	31				3
						Total	16

February -- 2029

S	M	T	W	TH	F	S	
				1	2	3	2
4	5	6	7	8	9	10	5
11	12	13	14	15*	16	17	4
18	19	20	21	22	23	24	4
25	26	27	28				3
						Total	18

March -- 2029

S	M	T	W	TH	F	S	
				1	2	3	2
4	5	6	7	8	9	10	5
11	12	13	14	15	16	17	5
18	19	20	21	22	23	24	5
25	26	27	28	29	30	31	4
						Total	21

April -- 2029

S	M	T	W	TH	F	S	
1	2	3	4	5	6	7	0
8	9	10	11	12	13	14	5
15	16	17	18	19	20	21	5
22	23	24	25	26	27	28	5
29	30						1
						Total	16

May -- 2029

S	M	T	W	TH	F	S	
		1	2	3	4	5	4
6	7	8	9	10	11	12	5
13	14	15	16	17	18	19	5
20	21	22	23	24	25	26	3
27	28	29	30	31			
						Total	17

June -- 2029

S	M	T	W	TH	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
						Total	0

X	=	Pupil Attendance Day
NIA	=	Not in Attendance
XHS	=	Half Day School Improvement Planning
ED	=	One Hour Early Dismissal
ED	=	SIP Schedule for First Day of Conferences

FPT	=	Full Day Parent/Teacher Conference
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XED	=	Emergency Day
TI	=	Teacher Institute/Workshop
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1st semester days	86
2nd semester days	88
Total Student Attendance Days	174
Teacher Institute/Workshop	4
Full Day P/T Conferences	2
Total Teacher Work Days	180

**Parent/Teacher Conferences from 3:30 pm to 8:30 pm*

***Parent/Teacher Conferences from 7:30 am to 12:30 pm*

**** 1st Emergency Day to be used*

JSD117

THE BOARD IS IN CLOSED SESSION

THANK YOU FOR YOUR PATIENCE

A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the Public body, specific independent contractors, or specific volunteers of the public body or legal counsel for the Public body, including hearing testimony on a complaint lodged against an employee of the Public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1).

B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

C. Student disciplinary cases. 5 ILCS 120/2(c)(9).

D. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c) (11).

E. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2 (c)(5)

XII. RETURN TO OPEN SESSION

XIII. ACTION ITEMS

A. Consideration of Personnel Recommendations 742

- Resignations
- Retirement
- Employment - Licensed
- Employment - Classified
- Leaves of Absence
- Stipends
- Terminations

ACTION ITEM June 24, 2026

TO: Board of Education
FROM: Tami Stice
SUBJECT: Consideration to Approve Personnel Recommendations

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approves the Personnel Recommendations as presented.

- Retirement
- Resignation
- Employment-Licensed
- Employment-Classified
- Employment-Modifications/Re-Assignments/Promotions/Transfers
- Leaves of Absence
- Summer School
- Stipends
- Terminations

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

PERSONNEL RECOMMENDATIONS – June 24, 2026

Resignation

- **Donna Bell,** Noon Supervisor at Washington Elementary School, effective May 26, 2026.
- **Donna Bell,** Bus Driver at Transportation Department, effective May 26, 2026.
- **Bill Gibson,** Assistant Cross Country Coach and Assistant Girls Softball Coach at Jacksonville Middle School, effective at the end of the 2025-2026 school year.
- **Tabitha Schweer,** Assistant Curriculum Director at Central Office, effective at the end of the 2025-2026 school year.
- **Shannon Roesch,** School Nurse at Jacksonville High School, effective June 1, 2026.
- **Andrew Comstock,** Head Girl's Soccer Coach at Jacksonville High School, effective June 3, 2026.
- **Tori Follman,** Science Teacher at Jacksonville Middle School, effective at the end of the 2025-2026 school year.
- **Kelly Brockhouse,** Head Softball Coach at Jacksonville High School, effective June 3, 2026.
- **Kyra Keck,** 4th Grace Teacher at South Elementary School, effective at the end of the 2025-2026 school year.
- **Austin Crowder,** Boys Head Track Coach at Jacksonville Middle School, effective June 12, 2026.

Employment – Licensed

- **Laura Crowder,** Special Education Teacher at Lincoln Elementary School for the 2026-2027 school year, *Salary: BA/Step 1: $46,285/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 11, 2026.
- **Larry Butler, Jr.,** Math Teacher at Jacksonville Middle School for the 2026-2027 school year, *Salary: BA/Step 1: $46,285/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 11, 2026.
- **Laura Bell** Primary/Intermediate Teacher at Lincoln Elementary School for the 2026-2027 school year, *Salary: MA/Step 9: $60,091/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 11, 2026.
- **Amelia Telger,** Primary/Intermediate Teacher at South Elementary School for the 2026-2027 school year, *Salary: BA/Step 1: $46,285/per year,* contingent upon receipt and confirmation of required employment documentation, effective August 11, 2026.
- **Matt Hansen,** Athletic Director/Dean at Jacksonville Middle School for the 2026-2027 school year, *Salary: MA/Step 6/per year: $53,740,* contingent upon receipt and confirmation of required employment documentation, effective August 6, 2026.

Employment-Classified

- **Dejah Grable,** Food service worker at Jacksonville High School, *Salary: $15.50 per hour,* contingent upon receipt and confirmation of required employment documentation, effective August 11, 2026.
- **Kate Monk,** School Nurse at Jacksonville School District, *Salary: $32.50 per hour,* contingent upon receipt and confirmation of required employment documentation, effective August 11, 2026.

Long Term Substitutes

- **Anna Bezler,** Long-Term Substitute Special Education Teacher at Jacksonville Middle School for the 2026-2027 school year, one year only.
- **Savannah Robinson,** Long-Term Substitute Special Education Teacher at Lincoln Elementary School for the 2026-2027 school year, one year only.

- **Tammy Pattie,** Long-Term Substitute Special Education Teacher at Washington Elementary School for the 2026-2027 school year, one year only.
- **Kristen Schroeder,** Long-Term Substitute Special Education Teacher at Jacksonville Middle School for the 2026-2027 school year, one year only.
- **Gracie Hobrock,** Elementary Art Teacher at Eisenhower, Lincoln, and North Elementary Schools for the 2026-2027 school year, one year only.

Stipends

- **Shannon Keller,** Primary/Intermediate Teacher at Eisenhower Elementary School, K-5 Classroom Size Extra Pay/No Paraprofessional Stipend for the 2025-2026 school year, *Stipend pro-rated: $340*.
- **Meghan Petefish,** Primary/Intermediate Teacher at Eisenhower Elementary School, K-5 Classroom Size Extra Pay/No Paraprofessional Stipend for the 2025-2026 school year, *Stipend pro-rated: $200*.
- **Bethany Miller,** Primary/Intermediate Teacher at Eisenhower Elementary School, K-5 Classroom Size Extra Pay/No Paraprofessional Stipend for the 2025-2026 school year, *Stipend pro-rated: $120*.
- **Rachel Antle,** Special Education Teacher at South Elementary School, Elementary Planning Period for the 2025-2026 school year – 2nd semester, *Stipend pro-rated: $833.37*.
- **Deanna McClure,** Special Education Teacher at South Elementary School, Elementary Planning Period for the 2025-2026 school year – 2nd semester, *Stipend: $2,500*.
- **Bentley Landess,** Social Worker at South Elementary School, Elementary Planning Period for the 2025-2026 school year – 2nd semester, *Stipend: $2,500*.

Stipends for 2026-2027 School Year

- **Eugene Link,** Assistant Girls Basketball Coach at Jacksonville High School for the 2026-2027 school year, *Stipend: 9% or $3,877.29*, effective June 25, 2026.
- **Ryan Link,** Assistant Girls Basketball Coach at Jacksonville High School for the 2026-2027 school year, *Stipend: 9% or $3,877.29*, effective June 25, 2026.
- **Brian Davenport,** Head Softball Coach at Jacksonville High School for the 2026-2027 school year, *Stipend: 13% or $5,600.53*, effective June 25, 2026.
- **Kelly Brockhouse,** Assistant Softball Coach at Jacksonville High School for the 2026-2027 school year, *Stipend: 12% or $5,169.72*, effective June 25, 2026.
- **Dan Carie,** Assistant Girls Basketball Coach at Jacksonville High School for the 2026-2027 school year, *Stipend: 12% or $5,169.72*, effective June 25, 2026.
- **Bill Gibson,** Assistant Softball Coach at Jacksonville High School for the 2026-2027 school year, *Stipend: 9% or $3,877.29*, effective June 25, 2026.
- **Jacey Maul,** Assistant Boys Soccer Coach at Jacksonville High School for the 2026-2027 school year, *Stipend: 9% or $3,877.29*, effective June 25, 2026.
- **Jacey Maul,** Head Girls Soccer Coach at Jacksonville High School for the 2026-2027 school year, *Stipend: 13% or $5,600.53*, effective June 25, 2026.
- **Carol Hauser,** Assistant Cross Country Coach at Jacksonville Middle School for the 2026-2027 school year, *Stipend: 6% or $2,584.86*, effective June 25, 2026.
- **Matt Hansen,** Athletic Director at Jacksonville Middle School for the 2026-2027 school year, *Stipend: 10% or $4,308.10*, effective June 25, 2026.

Leaves of Absence

- **Dorothy Cobb**, Food service employee at Jacksonville High School, requesting family medical leave to run concurrently from May 12, 2026 through the end of the 2025-2026 school year (2 weeks).
- **George Sparrow,** Social Studies Teacher at Jacksonville Middle School, requesting family medical leave from August 11, 2026 until January 5, 2027 (maximum of 12 weeks).

Extended School Year Employment–Special Education Services: July 13th through July 30th:

- **Alexis Hately,** Summer Intersession Teacher at Jacksonville Middle School, for up to 56 hours, *Salary: $30.00/hour.*
- **Tammy Pattie,** Summer Intersession Teacher at Jacksonville High School, for up to 56 hours, *Salary: $30.00/hour.*
- **Katie Tannahill,** Summer Intersession Teacher at Jacksonville Middle School for up to 56 hours, *Salary: $30.00/hour.*
- **Brittany Owens,** Summer Intersession Teacher at Jacksonville High School for up to 56 hours, *Salary: $30.00/hour.*
- **Meredith Blevins,** Summer Intersession Teacher at TAP Program for up to 56 hours, *Salary: $30.00/hour.*
- **Deanna McClure,** Summer Intersession Teacher at TAP Program for up to 56 hours, *Salary: $30.00/hour.*
- **Sharon Donovan-Besterfeldt,** Summer Intersession Teacher at Eisenhower Elementary School for up to 56 hours, *Salary: $30.00/hour.*
- **Molly Schmidt,** Summer Intersession Teacher at Eisenhower Elementary School for up to 56 hours, *Salary: $30.00/hour.*
- **Amanda Alred,** Summer Intersession Teacher at Eisenhower Elementary School for up to 56 hours, *Salary: $30.00/hour.*
- **Hannah Hansen,** Summer Intersession Speech Language Pathologist at Jacksonville Middle School, Jacksonville High School, Eisenhower, and TAP for up to 56 hours, *Salary: $30.00/hour.*
- **Amanda Clevenger,** Summer Intersession Nurse for up to 48 hours, *Salary: $36.18/hour.*
- **Shawn Ford,** Summer Intersession Nurse for up to 48 hours, *Salary: $34.45/hour.*
- **Rachel Mansell,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $19.40/hour.*
- **Wanda VanHyning,** Summer Intersession Paraprofessional for up to 60 hours, *Salary: $22.79/hour.*
- **Heather Rhea,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $22.40/hour.*
- **Mitzi Linear,** Summer Intersession Paraprofessional for up to 60 hours, *Salary: $21.90/hour.*
- **Sheryl Hansen,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $18.85/hour.*
- **Sherri Earles,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $22.40/hour.*
- **Lanie Davis,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $18.67/hour.*
- **Patrick Blackburn,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $22.40/hour.*
- **Jalissa Sanchez,** Summer Intersession Paraprofessional for up to 60 hours, *Salary: $18.67/hour.*
- **Hannah Planitz,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $19.52/hour.*
- **Shelby Emmons,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $19.75/hour.*
- **James White,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $19.03/hour.*
- **Issy Woods,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $18.67/hour.*
- **David Bergschneider,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $20.10/hour.*
- **Sarah Walker,** Summer Intersession Paraprofessional for up to 60 hours, *Salary: $19.52/hour.*
- **Rashelle Young,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $20.45/hour.*
- **Kelly Wyatt.** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $19.52/hour.*
- **Jody Whited,** Summer Intersession Paraprofessional for up to 60 hours, *Salary: $20.10/hour.*
- **Kaylee Gardner,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $18.67/hour.*
- **Melissa Bolino,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $22.40/hour.*
- **Lindsay Burgess,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $19.03/hour.*
- **Dawn Trusler,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $20.45/hour.*
- **Olivia Hartz,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $19.03/hour.*
- **Parker Kelly,** Summer Intersession Paraprofessional for up to 48 hours, *Salary: $18.67/hour.*

B. Consideration to approve MOU with JEA regarding Bereavement Leave 747

ACTION ITEM June 24, 2026

TO: Board of Education
FROM: Matthew Moore/Tami Stice
SUBJECT: Consideration to approve Memorandum of Understanding with JEA regarding Bereavement Leave

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PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the MOU with JEA regarding Bereavement Leave as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

The revision of bereavement leave was to address and include language regarding miscarriages.

MEMORANDUM OF UNDERSTANDING
BETWEEN
BOARD OF EDUCATION, JACKSONVILLE SCHOOL DISTRICT #117 AND
JACKSONVILLE EDUCATION ASSOCIATION, IEA/NEA (JEA)

SUBJECT: Section 8.5 Bereavement Leave

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 16, 2023 through August 15, 2026;

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.
3. The parties agree to replace the current language in the contract Section 8.5 - Bereavement Leave Language with the following language:

8.5 Bereavement Leave

Employees shall be granted seven (7) paid days of Bereavement Leave per incident connected with the death of a spouse/domestic partner or child. For purposes of this provision, "child" includes a biological child, adopted child, or stillborn child. The period for use of these days shall be within thirteen (13) months of the incident. The District fully acknowledges the devastating impact such a loss can have and will place no limitations on the use of these days other than on district-restricted dates. Permission may still be requested for use on those dates. The thirteen (13) month period is intended to allow use of a day on the anniversary of the loss; however, use is not limited to that purpose.

In the event of a miscarriage experienced by an employee or the employee's spouse, civil union partner, or domestic partner, the employee shall be granted up to three (3) total paid days of Pregnancy Loss Leave per fiscal year. Additional absences related to the miscarriage may be charged to available sick leave in accordance with District policy. The District will require documentation from a physician or other licensed healthcare provider verifying the miscarriage. Any such documentation shall be maintained as confidential medical information. Pregnancy Loss Leave shall not accumulate from year to year and shall be available separately from sick leave and other bereavement leave provided under this section.

Employees shall be granted five (5) days of bereavement for the majority of relatives covered by the Illinois State Family Bereavement Leave Act (FBLA), and that acts timeframe. Covered family member is stepchild, sibling, parent, mother-in-law, father-in-law, grandchild, stepparent, daughter-in-law/son-in-law. FBLA leave time may be used to attend the funeral or alternative to a funeral of a covered family member, make arrangements necessitated by the death, or to grieve. FBLA leave must be completed within 60 days after the date the employee receives notice of the event. (This is not intended to be used as 5 days off. Travel to listed events is understandable, but it is not to be used for vacations.)

Employees shall be granted three (3) days for brother-in law/sister-in law or grandparent. They can be used for grieving and support for other loved ones within the first week after the incident, or later if used to attend a funeral or alternative to a funeral. (This is not intended to be used as 3 days off. Travel to listed events is understandable, but it is not to be used for vacations.)

Domestic partner definition: The term domestic partner(s), as referred to in Board Rules and Policies, shall mean individuals who (1) are at least 18 years of age; (2) are of the same sex; (3) are unmarried (single, divorced or widowed) and not a party to a civil union; (4) are each other's sole partner; (5) are responsible for each other's common welfare; (6) are residing in the same residence; (7) are not related by blood closer than would bar marriage in the State of Illinois; and (8) satisfy two of the following additional requirements: (i) have been residing together for at least 12 months; (ii) have common joint ownership of a residence; (iii) jointly own a motor vehicle, credit account, checking account, or residential lease; or (iv) one or both have declared the other as a primary beneficiary on his or her will.

Civil Union Definition. The term civil union means a legal relationship between two persons of either the same or opposite sex established pursuant to the Illinois Religious Freedom Protection and Civil Union Act (P.A. 096-1513, effective June 1, 2011), referred to herein as the "Illinois Civil Union Act". Under the Illinois Civil Union Act, a marriage between persons of the same sex, a civil union, or a substantially similar legal relationship other than common law marriage, legally entered into in another jurisdiction, shall be recognized in Illinois as a civil union.

The leave covered under this Article shall be annual and will not accumulate.

Sick Leave Days may be used in the event of death of a secondary relative or as an extension beyond the paid Bereavement Leave Days connected with the death of an immediate family member. For the purpose of this Article, secondary relatives are cousins, aunts, uncles, nieces or nephews.

4. The parties hereby agree that, in the absence of written agreement to the contrary, the language of this MOU shall be included in the successor collective bargaining agreement between the parties as section 8.5.
5. This MOU contains the complete understanding of JEA and the Board.
6. This MOU may be modified only by written agreement of the parties.

Executed this ____day of June 2026.

Jacksonville Education Association (JEA),
IEA/NEA

By:_____
Darla Hamilton, Co-President
By:_____
Samantha Gregory, Co-President

Jacksonville School District 117,
Board of Education

By:_____
Noel Beard, President
By:_____
Teresa Wilson, Secretary

C. Consideration to approve MOU: JEA-JMS Girls Head Wrestling Coach 751

ACTION ITEM June 24, 2026

TO: Board of Education
FROM: Matthew Moore/Tami Stice
SUBJECT: Consideration to approve Memorandum of Understanding with JEA regarding JMS Girls Head Wrestling Coach

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the MOU with JEA regarding adding a Head Wrestling Coach for the girls at Jacksonville Middle School as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

The addition of the Head Girls Wrestling Coach was due to the increase in the number of girls on the wrestling team.

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 Head Girls Wrestling Coach Stipend

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 16, 2023 through August 15, 2026;

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 Head Girls Wrestling Coach 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/remove the following stipends for Jacksonville Middle School effective June 24, 2026, calculated as follows:

Extra-curricular Activity	Percentage of Base	Stipend Amount
Girls Head Wrestling Coach	10%	$4,308.10

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 24th day of June 2026.

Jacksonville Educational Association (JEA), IEA/NEA
By:_____
Sam Gregory, Co-President
By:_____
Darla Hamilton, Co-President

Jacksonville School District 117, Board of Education
By:_____
Noel Beard, President
By:_____
Teresa Wilson, Secretary

D. Consideration to approve MOU with JEA regarding stipend pay for the Elementary Dean of Students 754

ACTION ITEM June 24, 2026

TO: Board of Education
FROM: Matthew Moore/Tami Stice
SUBJECT: Consideration to approve Memorandum of Understanding with JEA regarding stipend pay for the Elementary Dean of Students

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the MOU with JEA regarding payment of annual stipend to Elementary Dean of Students as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

Currently, Elementary Deans of Students are compensated for five additional workdays at their per diem rate. Under this proposal, instead of receiving per diem compensation for those five days, they would receive a flat stipend of $5,000.

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 stipend for Elementary Dean of Students

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 16, 2023 through August 15, 2026;

WHEREAS, JEA and the Board have agreed to certain modifications concerning the stipend to be paid for Elementary Dean of Students 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);

WHEREAS, the Parties have agreed to replace the current compensation structure for Elementary Deans of Students, which provides payment for five (5) additional work days at the employee's per diem rate, with a fixed annual stipend of $5,000;

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 Appendix E of the Collective Bargaining Agreement effective with the 2026-2027 school year. The current compensation for Elementary Deans of Students consists of payment for five (5) additional work days beyond the regular teacher work year at the employee's per diem rate.

   Effective July 1, 2026, this compensation shall be replaced with an annual stipend as follows:

Activity	Stipend Amount
Elementary Dean of Students (185 work days)	$5,000/per year

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 24th day of June 2026.

Jacksonville Educational Association (JEA), IEA/NEA
By:_____
Sam Gregory, Co-President
By:_____
Darla Hamilton, Co-President

Jacksonville School District 117, Board of Education
By:_____
Noel Beard, President
By:_____
Teresa Wilson, Secretary

E. Consideration to approve MOU with JEA regarding stipend pay for the JMS Dean of Students 757

ACTION ITEM June 24, 2026

TO: Board of Education
FROM: Matthew Moore/Tami Stice
SUBJECT: Consideration to approve Memorandum of Understanding with JEA regarding stipend pay for the JMS Dean of Students

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PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the MOU with JEA regarding payment of annual stipend to JMS Dean of Students as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

JMS Dean of Students will work an extra five (5) days per year. Under this proposal, instead of receiving per diem compensation for those five days, they would receive a flat stipend of $5,000.

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 stipend for JMS Dean of Students

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 16, 2023 through August 15, 2026;

WHEREAS, JEA and the Board have agreed to certain modifications concerning the stipend to be paid for the Jacksonville Middle School (JMS) Dean of Students 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);

WHEREAS, the Parties have agreed to replace the current compensation structure for the Jacksonville Middle School Deans of Students, which provides payment for five (5) additional work days at the employee's per diem rate, with a fixed annual stipend of $5,000;

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 Appendix E of the Collective Bargaining Agreement effective with the 2026-2027 school year. The current compensation for JMS Deans of Students consists of payment for five (5) additional work days beyond the regular teacher work year at the employee's per diem rate.

   Effective July 1, 2026, this compensation shall be replaced with an annual stipend as follows:

Activity	Stipend Amount
JMS Dean of Students (185 work days)	$5,000/per year

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 24th day of June 2026.

Jacksonville Educational Association (JEA), IEA/NEA
By:_____
Sam Gregory, Co-President
By:_____
Darla Hamilton, Co-President

Jacksonville School District 117, Board of Education
By:_____
Noel Beard, President
By:_____
Teresa Wilson, Secretary

F. Consideration to approve MOU with JEA regarding JMS Athletic Director 760

ACTION ITEM June 24, 2026

TO: Board of Education
FROM: Matthew Moore/Tami Stice
SUBJECT: Consideration to approve Memorandum of Understanding with JEA regarding JMS Athletic Director

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PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the MOU with JEA regarding adding a Athletic Director at Jacksonville Middle School as presented.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MRS. TRACE	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MR. POOL	_____			

Background Information:

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 Jacksonville Middle School Athletic Director Stipend

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 16, 2023 through August 15, 2026;

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 Athletic Director 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/remove the following stipends for Jacksonville Middle School effective for the 2026-2027 school year, calculated as follows:

Extra-curricular Activity	Percentage of Base	Stipend Amount
JMS Athletic Director	10% of 26-27 base	$4,308.10

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 24th day of June 2026.

Jacksonville Educational Association (JEA), IEA/NEA
By:_____
Sam Gregory, Co-President
By:_____
Darla Hamilton, Co-President

Jacksonville School District 117, Board of Education
By:_____
Noel Beard, President
By:_____
Teresa Wilson, Secretary

ACTION ITEM June 24, 2026

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Consideration to approve purchase of purchase SAVVAS AGA 2024 Math curriculum for JMS and JHS

PROPOSED MOTION BY THE BOARD OF EDUCATION:
That the Board of Education approves the recommendation to purchase SAVVAS AGA 2024 for Algebra 1 classes at JMS and JHS.

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	BEARD	_____	_____	STEWART	_____
_____	TRACE	_____	_____	LEONARD	_____
_____	POOL	_____	_____	WILSON	_____
_____	LONERGAN	_____			

Background Information:

Algebra 1 teachers from JMS and JHS piloted 2 different text series during the 25-26 school year. Both buildings agree that SAVVAS AGA has better alignment to the standards and is a more rigorous text that involves real world applications for students to work through.

There is a separate quote for each building's materials.

SAVVAS LEARNING COMPANY

Jacksonville School Dist 117
Quote Number Q-242588

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Charity Karr
Assistant Principal
Jacksonville School Dist 117
211 W State St
Jacksonville, IL 62650-2001

Quote Creation Date: 4/30/2026
Quote Expiration Date: 9/30/2026

JHS enVision AGA 2024 6-year Quote v1
Price Quote Summary

Solution	Base Amount	Free Amount	Total
enVision A|G|A	$38,400.00	$2,708.00	$38,400.00
enVision A|G|A Professional Development	$7,100.00	$0.00	$7,100.00
Solution Subtotal:	$45,500.00	$2,708.00	$45,500.00

Shipping and Handling:	$3,455.40
Total:	$48,955.40

SAVVAS LEARNING COMPANY

Jacksonville School Dist 117
Quote Number Q-242588

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Price Quote Detail

enVision A|G|A Professional Development

enVision AGA Professional Development - enVision AGA ©2024 Professional Learning Offerings

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
0000126124	ENVISION AGA 2024 PROGRAM ACTIVATION SESSION (3HR) PREPAID	$3,550.00	0	1	$0.00	$3,550.00
0000126151	ENVISION AGA @2024 IMPLEMENTATION ESSENTIALS PPD	$3,550.00	0	1	$0.00	$3,550.00
	enVision AGA Professional Development - enVision AGA ©2024 Professional Learning Offerings - Subtotal:				$0.00	$7,100.00

enVision A|G|A

Common Core - Algebra 1

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781428518766	ENVISIONAGA COMMON CORE 2024 ALGEBRA 1 STUDENT EDITION+STUDENT COMPANION 6-YEAR+DIGITAL COURSEWARE 6-YEAR GRADES 8/9	$213.00	0	180	$0.00	$38,340.00
9781418402211	ENVISION AGA COMMON CORE STANDARDS PRACTICE WORKBOOK ALGEBRA 1 GRADE 8/9 COPYRIGHT 2024	$15.00	0	4	$0.00	$60.00
9781428529335	ENVISIONAGA 2024 COMMON CORE ALGEBRA 1 TEACHER EDITION PACKAGE GRADES 8/9	$677.00	4	0	$2,708.00	$0.00
	Common Core - Algebra 1 - Subtotal:				$2,708.00	$38,400.00

Solution Subtotal:	**$2,708.00**	**$45,500.00**
Shipping and Handling:		$3,455.40
Total:		$48,955.40

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation.We have several ways you can place your order with Savvas Learning Company:

- **my Savvas Orders:**
  www.mysavvasorders.savvas.com
- Create a case online at:
  https://support.savvas.com/support/s/
  by clicking the **Place and Manage Orders** tile on the my Savvas Support home page
- **Phone:** 800-848-9500

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or my Savvas Orders. For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard payment terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Damaged & Defective Products: If a print product, or the print component of a blended (print & digital) product, is received in damaged or defective condition, Savvas will issue a credit or replacement at no charge to the customer if the customer promptly (no later than 120 days) returns the damaged or defective product. Customers must report missing product immediately upon receipt.

Return Policy: Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over $1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the anniversary of the original order date for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to shipment date. (the anniversary of the original order date unless changed). Changes can be made on the Subscription Worktext Site: https://worktext-subscriptions.savvas.com

Annual subscriptions for iLit and Successmaker Only: Savvas' iLit and Successmaker products (and no others) automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by completing the customer service request form which you can access here:
https://support.savvas.com/support/s/customer-service-support-form

Technical support services are included with purchase of Savvas digital products. **Online help:**
https://support.savvas.com/support/s/k12-curriculum-support-form
phone: 1-800-848-9500

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Professional Services: All paid services must be delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. Any cancellation made with less than 72 hours' notice will result in a cancellation fee equal to the full price of the event. MySavvasTraining is included with purchase of products
https://mysavvastraining.com

Jacksonville School Dist 117
Quote Number Q-242590

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Charity Karr
Jacksonville School Dist 117
211 W State St
Jacksonville, IL 62650-2001

Quote Creation Date: 4/30/2026
Quote Expiration Date: 9/30/2026

JHS enVision AGA 2024 6-year Quote v1
Price Quote Summary

Solution	Base Amount	Free Amount	Total
enVision A|G|A	$10,680.00	$1,354.00	$10,680.00
Solution Subtotal:	$10,680.00	$1,354.00	$10,680.00

Shipping and Handling:	$960.90
Total:	$11,640.90

SAVVAS LEARNING COMPANY

Jacksonville School Dist 117
Quote Number Q-242590

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Price Quote Detail

enVision A|G|A

Common Core - Algebra 1

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781428518766	ENVISIONAGA COMMON CORE 2024 ALGEBRA 1 STUDENT EDITION+STUDENT COMPANION 6-YEAR+DIGITAL COURSEWARE 6-YEAR GRADES 8/9	$213.00	0	50	$0.00	$10,650.00
9781418402211	ENVISION AGA COMMON CORE STANDARDS PRACTICE WORKBOOK ALGEBRA 1 GRADE 8/9 COPYRIGHT 2024	$15.00	0	2	$0.00	$30.00
9781428529335	ENVISIONAGA 2024 COMMON CORE ALGEBRA 1 TEACHER EDITION PACKAGE GRADES 8/9	$677.00	2	0	$1,354.00	$0.00
	Common Core - Algebra 1 - Subtotal:				$1,354.00	$10,680.00

Solution Subtotal:	**$1,354.00**	**$10,680.00**
Shipping and Handling:		$960.90
Total:		$11,640.90

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation.We have several ways you can place your order with Savvas Learning Company:

- **my Savvas Orders:**
  www.mysavvasorders.savvas.com
- Create a case online at:
  https://support.savvas.com/support/s/
  by clicking the **Place and Manage Orders** tile on the my Savvas Support home page
- **Phone:** 800-848-9500

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or my Savvas Orders. For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard payment terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Damaged & Defective Products: If a print product, or the print component of a blended (print & digital) product, is received in damaged or defective condition, Savvas will issue a credit or replacement at no charge to the customer if the customer promptly (no later than 120 days) returns the damaged or defective product. Customers must report missing product immediately upon receipt.

Return Policy: Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over $1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

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https://mysavvastraining.com

H. Consideration for/to approve the Amended Budget for the 2025-2026 fiscal year 773

ACTION ITEM June 24, 2026

TO: Board of Education
FROM: Richard Cunningham
SUBJECT: Consideration for/to approve the Amended Budget for the 2025-2026 fiscal year.

PROPOSED MOTION BY THE BOARD OF EDUCATION:

"WHEREAS the Board of Education of Jacksonville School District No, 117, County of Morgan, State of Illinois, caused to be prepared in tentative form an amended budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

And WHEREAS a public hearing was held as to such amended budget on the 24th day of June 2026, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:
Section 1: That the fiscal year of the School District be and the same hereby is fixed and declared to be beginning July 1, 2025 and ending June 30, 2026.

Section 2: That the following amended budget containing an estimate of amounts available in each Fund, separately, and of expenditures from each be and the same is hereby adopted as the amended budget of this school district for said fiscal year."

MOVED BY: _____ Seconded: _____

YEA:		NAY:	YEA:		NAY:
_____	MR. BEARD	_____	_____	MRS. LEONARD	_____
_____	MR. POOL	_____	_____	MRS. WILSON	_____
_____	MR. LONERGAN	_____	_____	MRS. STEWART	_____
_____	MRS. TRACE	_____			

Background Information:

FY 26 Amended Budget FINAL

FUND	FY26 BEGINNING FUND BALANCE (UNAUDITED)	AMENDED FY 26 BEGINNING FUND BALANCE (AUDITED)	FY 26 REVENUES BUDGETED	AMENDED FY 26 REVENUES	FY26 EXPENDITURES BUDGETED	AMENDED FY26 EXPENDITURES	FY 26 SURPLUS/ DEFICIT BUDGETED	AMENDED FY 26 SURPLUS/ DEFICIT	FY 26 ENDING FUND BALANCE BUDGETED	AMENDED FY26 ENDING FUND BALANCE	POLICY 4:20- FUND BALANCE COMMITMENT
EDUCATION *	31,407,621	31,259,119	37,298,582	39,637,276	43,621,709	41,939,112	-6,323,127	-2,301,836	25,084,494	28,957,283	5,945,591
OPERATIONS & MAINTENANCE *	3,260,775	3,271,482	4,975,005	4,846,149	5,338,388	5,400,000	-363,383	-553,851	2,897,392	2,717,631	726,922
DEBT SERVICE	3,397,557	3,397,557	3,427,193	4,973,583	6,341,244	6,025,654	-2,914,051	-1,052,071	483,506	2,345,486	746,037
TRANSPORTATION *	2,986,391	3,018,549	2,215,194	2,328,689	2,760,101	2,599,859	-544,907	-271,170	2,441,484	2,747,379	349,303
IMRF / SOCIAL SECURITY*	531,675	646,974	1,723,225	1,792,040	1,880,369	1,926,609	-157,144	-134,569	374,531	512,405	268,806
CAPITAL PROJECTS	5,007,545	5,007,545	12,130,000	15,131,707	15,000,000	3,574,511	-2,870,000	11,557,196	2,137,545	16,564,741	2,269,756
WORKING CASH	3,171,215	3,171,215	102,110	200,278	0	0	102,110	200,278	3,273,325	3,371,493	30,042
TORT	893,707	893,707	580,135	1,035,974	901,499	1,041,499	-321,364	-5,525	572,343	888,182	155,396
FIRE PREVENTION & SAFETY	109,357	109,357	284,148	285,766	275,000	390,000	9,148	-104,234	118,505	5,123	42,865
							0	0	0	0	-
* OPERATING FUNDS	40,826,002	40,720,365	44,590,891	47,012,392	51,720,198	49,938,971	-7,129,307	-2,926,579	33,696,695	37,793,786	10,534,719

775

District Type:
- [x] School District
- [ ] Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2025 - June 30, 2026

Accounting Basis:
- [x] Cash
- [ ] Accrual

Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.

Is this an amended budget? Yes

Date of Amended Budget: 06/24/2026 *(MM/DD/YY)*

District Name: **Jacksonville SD 117**

District RCDT No: **01069117022**

If your FY2025 AFR states that you need to do a deficit reduction plan and your FY2026 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Jacksonville SD 117 *, County of* Morgan ,
State of Illinois, for the Fiscal Year beginning July 1, 2025 *and ending* June 30, 2026 .

WHEREAS the Board of Education of Jacksonville SD 117 ,
County of Morgan , *State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;*

AND WHEREAS a public hearing was held as to such budget on the 24 *day of* June , *20* 26 ,
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
beginning July 1, 2025 *and ending* June 30, 2026 .

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 24 *day of* June , *20* 26
by a roll call vote of _____ *Yeas, and* _____ *Nays, to wit:*

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.

** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.

(1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).

(2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: https://apps.isbe.net/iwas/asp/login.asp?js=true
Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
1	*Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.*		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)1 as of July 1, 2025		31,259,119	3,271,482	3,397,557	3,018,549	646,974	5,007,545	3,171,215	893,707	109,357	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	21,450,065	3,477,794	4,248,630	1,578,822	1,792,040	130,000	200,278	588,239	285,766	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	13,147,288	1,368,355	0	749,867	0	0	0	447,735	0	
8	FEDERAL SOURCES	4000	5,039,923	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues [8]		39,637,276	4,846,149	4,248,630	2,328,689	1,792,040	130,000	200,278	1,035,974	285,766	
10	Receipts/Revenues for "On Behalf" Payments [2]	3998	2,042,970									
11	Total Receipts/Revenues		41,680,246	4,846,149	4,248,630	2,328,689	1,792,040	130,000	200,278	1,035,974	285,766	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	28,037,730				757,478			0		
14	SUPPORT SERVICES	2000	11,487,742	5,400,000		2,599,859	1,101,467	3,574,511		1,041,499	390,000	
15	COMMUNITY SERVICES	3000	761,405	0		0	67,664			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,652,235	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	6,025,654	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures [9]		41,939,112	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511		1,041,499	390,000	
20	Disbursements/Expenditures for "On Behalf" Payments [2]	4180	2,042,970	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		43,982,082	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511		1,041,499	390,000	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(2,301,836)	(553,851)	(1,777,024)	(271,170)	(134,569)	(3,444,511)	200,278	(5,525)	(104,234)	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund [16]	7110										
27	Abatement of the Working Cash Fund [16]	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest [3] Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int [3a] Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold [4]	7210			724,953			14,440,047				
36	Premium on Bonds Sold	7220						561,660				
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets [5]	7300										
39	Transfer to Debt Service to Pay Principal on Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990	0									
46	Total Other Sources of Funds [8]		0	0	724,953	0	0	15,001,707	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	*Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.*		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	**Description: Enter Whole Numbers Only**	**Acct #**	**Educational**	**Operations & Maintenance**	**Debt Service**	**Transportation**	**Municipal Retirement/ Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**	
47	**OTHER USES OF FUNDS (8000)**											
49	**TRANSFER TO VARIOUS OTHER FUNDS (8100)**											
50	Abolishment or Abatement of the Working Cash Fund [16]	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest [6]	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest [3] Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond [3a] and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Leases	8420										
59	Other Revenues Pledged to Pay Principal on Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Leases	8440										
61	Taxes Pledged to Pay Interest on Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Leases	8520										
63	Other Revenues Pledged to Pay Interest on Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	**Total Other Uses of Funds** [9]		0	0	0	0	0	0	0	0	0	
80	**Total Other Sources/Uses of Fund**		0	0	724,953	0	0	15,001,707	0	0	0	
81	**ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2026**		28,957,283	2,717,631	2,345,486	2,747,379	512,405	16,564,741	3,371,493	888,182	5,123	
82												
83	**Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2025**		551,282									
84	**RECEIPTS/REVENUES (For Student Activity Funds)**											
85	**Total Student Activity Direct Receipts/Revenues (Local Sources)**	1799	500,000									
86	**DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)**											
87	**Total Student Activity Direct Disbursements/Expenditures**	1999	480,000									
88	**Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures**		20,000									
89	**Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2026**		571,282									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	*Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.*		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	**Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2025**		31,810,401	3,271,482	3,397,557	3,018,549	646,974	5,007,545	3,171,215	893,707	109,357	
92	**RECEIPTS/REVENUES (All Sources with Student Activity Funds)**											
93	**LOCAL SOURCES**	1000	21,950,065	3,477,794	4,248,630	1,578,822	1,792,040	130,000	200,278	588,239	285,766	
94	**FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT**	2000	0	0		0	0					
95	**STATE SOURCES**	3000	13,147,288	1,368,355	0	749,867	0	0	0	447,735	0	
96	**FEDERAL SOURCES**	4000	5,039,923	0	0	0	0	0	0	0	0	
97	**Total Direct Receipts/Revenues** [8]		40,137,276	4,846,149	4,248,630	2,328,689	1,792,040	130,000	200,278	1,035,974	285,766	
98	Receipts/Revenues for "On Behalf" Payments [2]	3998	2,042,970	0	0	0	0	0		0	0	
99	**Total Receipts/Revenues**		42,180,246	4,846,149	4,248,630	2,328,689	1,792,040	130,000	200,278	1,035,974	285,766	
100	**DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)**											
101	**INSTRUCTION**	1000	28,517,730				757,478			0		
102	**SUPPORT SERVICES**	2000	11,487,742	5,400,000		2,599,859	1,101,467	3,574,511		1,041,499	390,000	
103	**COMMUNITY SERVICES**	3000	761,405	0		0	67,664			0		
104	**PAYMENTS TO OTHER DISTRICTS & GOVT UNITS**	4000	1,652,235	0	0	0	0	0		0	0	
105	**DEBT SERVICES**	5000	0	0	6,025,654	0	0			0	0	
106	**PROVISION FOR CONTINGENCIES**	6000	0	0	0	0	0	0		0	0	
107	**Total Direct Disbursements/Expenditures** [9]		42,419,112	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511		1,041,499	390,000	
108	Disbursements/Expenditures for "On Behalf" Payments [2]	4180	2,042,970	0	0	0	0	0		0	0	
109	**Total Disbursements/Expenditures**		44,462,082	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511		1,041,499	390,000	
110	**Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures**		(2,281,836)	(553,851)	(1,777,024)	(271,170)	(134,569)	(3,444,511)	200,278	(5,525)	(104,234)	
111	**OTHER SOURCES/USES OF FUNDS**											
112	**OTHER SOURCES OF FUNDS (7000)**											
113	**Total Other Sources of Funds** [8]		0	0	724,953	0	0	15,001,707	0	0	0	
114	**OTHER USES OF FUNDS (8000)**											
116	**Total Other Uses of Funds** [9]		0	0	0	0	0	0	0	0	0	
117	**Total Other Sources/Uses of Fund**		0	0	724,953	0	0	15,001,707	0	0	0	
118	**ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2026**		29,528,565	2,717,631	2,345,486	2,747,379	512,405	16,564,741	3,371,493	888,182	5,123	
119												
120	**SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)**											
121			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
122	**Description**	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	**Total By Object**
123	**Object Name**											
124	Salaries	100	28,633,597	2,311,496		1,589,695		0		0	0	32,534,788
125	Employee Benefits	200	6,950,997	569,890		377,573	1,926,609	0		0	0	9,825,069
126	Purchased Services	300	1,728,456	584,941	0	81,700		0		1,041,499	0	3,436,596
127	Supplies & Materials	400	2,118,719	1,284,150		222,995		0		0	0	3,625,864
128	Capital Outlay	500	157,362	647,523		323,896		3,574,511		0	390,000	5,093,292
129	Other Objects	600	2,156,756	2,000	6,025,654	1,000	0	0		0	0	8,185,410
130	Non-Capitalized Equipment	700	51,095	0		3,000		0		0	0	54,095
131	Termination Benefits	800	142,130	0		0				0		142,130
132	**Total Expenditures**		41,939,112	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511		1,041,499	390,000	62,897,244

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	**BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2025**		31,259,119	3,271,482	3,397,558	3,018,549	646,974	5,007,545	3,171,215	893,708	109,357
4	**Total Direct Receipts & Other Sources** [8]		39,637,276	4,846,149	4,973,583	2,328,689	1,792,040	15,131,707	200,278	1,035,974	285,766
5	**OTHER RECEIPTS**										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	**Total Other Receipts**		0	0	0	0	0	0	0	0	0
11	**Total Direct Receipts, Other Sources, & Other Receipts**		39,637,276	4,846,149	4,973,583	2,328,689	1,792,040	15,131,707	200,278	1,035,974	285,766
12	**Total Amount Available**		70,896,395	8,117,631	8,371,141	5,347,238	2,439,014	20,139,252	3,371,493	1,929,682	395,123
13	**Total Direct Disbursements & Other Uses** [9]		41,939,112	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511	0	1,041,499	390,000
14	**OTHER DISBURSEMENTS**										
15	Interfund Loans Receivable (Loans to Other Funds) [10]	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	**Total Other Disbursements**		0	0	0	0	0	0	0	0	0
20	**Total Direct Disbursements, Other Uses, & Other Disbursements**		41,939,112	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511	0	1,041,499	390,000
21	**ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2026**		28,957,283	2,717,631	2,345,487	2,747,379	512,405	16,564,741	3,371,493	888,183	5,123
22											
23	**Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2025**		526,945								
24	**Total Direct Receipts & Other Sources** [8]		500,000								
25	**Total Amount Available**		1,026,945								
26	**Total Direct Disbursements & Other Uses** [9]		480,000								
27	**Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2026**		546,945								
28											
29	**Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2025**		31,786,064	3,271,482	3,397,558	3,018,549	646,974	5,007,545	3,171,215	893,708	109,357
30	**Total Direct Receipts & Other Sources** [8]		40,137,276	4,846,149	4,973,583	2,328,689	1,792,040	15,131,707	200,278	1,035,974	285,766
31	**Total Other Receipts**		0	0	0	0	0	0	0	0	0
32	**Total Direct Receipts, Other Sources, & Other Receipts**		40,137,276	4,846,149	4,973,583	2,328,689	1,792,040	15,131,707	200,278	1,035,974	285,766
33	**Total Amount Available**		71,923,340	8,117,631	8,371,141	5,347,238	2,439,014	20,139,252	3,371,493	1,929,682	395,123
34	**Total Direct Disbursements & Other Uses** [9]		42,419,112	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511	0	1,041,499	390,000
35	**Total Other Disbursements**		0	0	0	0	0	0	0	0	0
36	**Total Direct Disbursements, Other Uses, & Other Disbursements**		42,419,112	5,400,000	6,025,654	2,599,859	1,926,609	3,574,511	0	1,041,499	390,000
37	**Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2026**		29,504,228	2,717,631	2,345,487	2,747,379	512,405	16,564,741	3,371,493	888,183	5,123

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	**RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)**										
4	**AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY**	**1100**									
5	Designated Purposes Levies [11] (1110-1120)	-	17,134,176	3,338,883		1,488,482	378,137		54,277	581,653	285,555
6	Leasing Purposes Levy [12]	1130									
7	Special Education Purposes Levy	1140	160,675								
8	FICA and Medicare Only Levies	1150					1,118,359				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies *(Describe & Itemize)*	1190									
12	**Total Ad Valorem Taxes Levied by District**		17,294,851	3,338,883	0	1,488,482	1,496,496	0	54,277	581,653	285,555
13	**PAYMENTS IN LIEU OF TAXES**	**1200**									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes [13]	1230	2,264,130				275,544				
17	Other Payments in Lieu of Taxes *(Describe & Itemize)*	1290									
18	**Total Payments in Lieu of Taxes**		2,264,130	0	0	0	275,544	0	0	0	0
19	**TUITION**	**1300**									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321									
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342	19,127								
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	**Total Tuition**		19,127								
41	**TRANSPORTATION FEES**	**1400**									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	**Total Transportation Fees**					0					
64	**EARNINGS ON INVESTMENTS**	**1500**									
65	Interest on Investments	1510	1,300,469	100,093	3,700	90,043	20,000	130,000	146,001	6,586	211
66	Gain or Loss on Sale of Investments	1520									
67	Unrealized Gain or Loss on Investments	1530									
68	**Total Earnings on Investments**		1,300,469	100,093	3,700	90,043	20,000	130,000	146,001	6,586	211
69	**FOOD SERVICE**	**1600**									
70	Sales to Pupils - Lunch	1611	313,249								
71	Sales to Pupils - Breakfast	1612									
72	Sales to Pupils - A la Carte	1613									
73	Sales to Pupils - Other *(Describe & Itemize)*	1614									
74	Sales to Adults	1620									
75	Other Food Service *(Describe & Itemize)*	1690	31,903								
76	**Total Food Service**		345,152								
77	**DISTRICT/SCHOOL ACTIVITY INCOME**	**1700**									
78	Admissions - Athletic	1711	64,169								
79	Admissions - Other	1719									
80	Fees	1720	36,178								
81	Book Store Sales	1730									
82	Other District/School Activity Revenue *(Describe & Itemize)*	1790	7,594	10,068							
83	Student Activity Fund Revenues	1799	500,000								
84	**Total District/School Activity Income (without Student Activity Funds 1799)**		107,941	10,068							
85	**Total District/School Activity Income (with Student Activity Funds 1799)**		607,941								
86	**TEXTBOOK INCOME**	**1800**									
87	Textbook Rentals - Regular Textbooks	1811	61,315								
88	Textbook Rentals - Summer School Textbooks	1812									
89	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
90	Textbook Rentals - Other *(Describe & Itemize)*	1819									
91	Textbook Sales - Regular Textbooks	1821									
92	Textbook Sales - Summer School	1822									
93	Textbook Sales - Adult/Continuing Education	1823									
94	Textbook Sales - Other *(Describe & Itemize)*	1829									
95	Other Textbook Income *(Describe & Itemize)*	1890									
96	**Total Textbooks**		61,315								
97	**OTHER REVENUE FROM LOCAL SOURCES**	**1900**									
98	Rentals	1910		23,914							
99	Contributions and Donations from Private Sources	1920									
100	Impact Fees from Municipal or County Governments	1930									
101	Services Provided Other Districts	1940									
102	Refund of Prior Years' Expenditures	1950									
103	Payments of Surplus Moneys from TIF Districts	1960									
104	Drivers' Education Fees	1970	25,243								
105	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
106	School Facility Occupation Tax Proceeds	1983			4,244,930						
107	Payment from Other Districts	1991	1,710								
108	Sale of Vocational Projects	1992									
109	Other Local Fees *(Describe & Itemize)*	1993	7,333								
110	Other Local Revenues *(Describe & Itemize)*	1999	22,794	4,836		297					
111	**Total Other Revenue from Local Sources**		57,080	28,750	4,244,930	297	0	0	0	0	0

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
112	**Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)**	1000	21,450,065	3,477,794	4,248,630	1,578,822	1,792,040	130,000	200,278	588,239	285,766
113	**Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)**		21,950,065								
114	**FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)**										
115	Flow-Through Revenue from State Sources	2100									
116	Flow-Through Revenue from Federal Sources	2200									
117	Other Flow-Through Revenue *(Describe & Itemize)*	2300									
118	**Total Flow-Through Receipts/Revenues From One District to Another District**	2000	0	0		0	0				
119	**RECEIPTS/REVENUES FROM STATE SOURCES (3000)**										
120	**UNRESTRICTED GRANTS-IN-AID (3001-3099)**										
121	Evidence Based Funding Formula (Section 18-8.15)	3001	10,290,613	1,368,355						447,735	
122	Reorganization Incentives (Accounts 3005-3021)	3005									
123	Other Unrestricted Grants-In-Aid From State Sources *(Describe & Itemize)*	3099									
124	**Total Unrestricted Grants-In-Aid**		10,290,613	1,368,355	0	0	0	0		447,735	0
125	**RESTRICTED GRANTS-IN-AID (3100-3900)**										
126	**SPECIAL EDUCATION**										
127	Special Education - Private/Public Facility Tuition	3100	300,000								
128	Special Education - Orphanage - Individual	3120	90,000								
129	Special Education - Orphanage - Summer Individual	3130									
130	Special Education - Other *(Describe & Itemize)*	3199									
131	**Total Special Education**		390,000	0		0					
132	**CAREER AND TECHNICAL EDUCATION (CTE)**										
133	CTE - Technical Education - Tech Prep	3200									
134	CTE - Secondary Program Improvement (CTEI)	3220	40,000								
135	CTE - WECEP	3225									
136	CTE - Agriculture Education	3235	16,334								
137	CTE - Instructor Practicum	3240									
138	CTE - Student Organizations	3270									
139	CTE - Other *(Describe & Itemize)*	3299									
140	**Total Career and Technical Education**		56,334	0			0				
141	State Free Lunch & Breakfast	3360	14,515								
142	School Breakfast Initiative	3365									
143	Driver Education	3370	32,869								
144	Adult Education (from ICCB)	3410									
145	Adult Education - Other *(Describe & Itemize)*	3499									
146	**TRANSPORTATION**										
147	Transportation - Regular and Vocational	3500				226,557					
148	Transportation - Special Education	3510				523,310					
149	Transportation - Other *(Describe & Itemize)*	3599									
150	**Total Transportation**		0	0		749,867	0				
151	Learning Improvement - Change Grants	3610									
152	Scientific Literacy	3660									
153	Truant Alternative/Optional Education	3695									
154	Early Childhood - Block Grant	3705	2,046,287								
155	Chicago General Education Block Grant	3766									
156	Chicago Educational Services Block Grant	3767									
157	School Safety & Educational Improvement Block Grant	3775									
158	Technology - Technology for Success	3780									
159	State Charter Schools	3815									
160	Extended Learning Opportunities - Summer Bridges	3825									
161	Infrastructure Improvements - Planning/Construction	3920									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
162	School Infrastructure - Maintenance Projects	3925									
163	Other Restricted Revenue from State Sources *(Describe & Itemize)*	3999	316,670								
164	**Total Restricted Grants-In-Aid**		2,856,675	0	0	749,867	0	0	0	0	0
165	**Total Receipts/Revenues from State Sources**	3000	13,147,288	1,368,355	0	749,867	0	0	0	447,735	0
166	**RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)**										
167	**UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)**										
168	Federal Impact Aid	4001									
169	Other Unrestricted Grants-In-Aid Received from Fed. Govt. *(Describe & Itemize)*	4009									
170	**Total Unrestricted Grants-In-Aid Received Directly from Fed Govt**		0	0	0	0	0	0	0	0	0
171	**RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)**										
172	Head Start	4045									
173	Construction (Impact Aid)	4050									
174	MAGNET	4060									
175	Other Restricted Grants-In-Aid Received from Fed. Govt. *(Describe & Itemize)*	4090									
176	**Total Restricted Grants-In-Aid Received Directly from Federal Govt.**		0	0		0	0	0			0
177	**RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)**										
178	**TITLE V**										
179	Title V - Flexibility and Accountability	4100									
180	Title V - SEA Projects	4105	82,756								
181	Title V - Rural Education Initiative (REI)	4107									
182	Title V - Other *(Describe & Itemize)*	4199									
183	**Total Title V**		82,756	0		0	0				
184	**FOOD SERVICE**										
185	Breakfast Start-Up Expansion	4200									
186	National School Lunch Program	4210	1,262,145								
187	Special Milk Program	4215									
188	School Breakfast Program	4220	449,423								
189	Summer Food Service Admin/Program	4225									
190	Child and Adult Care Food Program	4226									
191	Fresh Fruit and Vegetables	4240	40,020								
192	Food Service - Other *(Describe & Itemize)*	4299									
193	**Total Food Service**		1,751,588				0				
194	**TITLE I**										
195	Title I - Low Income	4300	1,006,405								
196	Title I - Low Income - Neglected, Private	4305	240,507								
197	Title I - Migrant Education	4340									
198	Title I - Other *(Describe & Itemize)*	4399	134,892								
199	**Total Title I**		1,381,804	0		0	0				
200	**TITLE IV**										
201	Title IV - Student Support & Academic Enrichment Grant	4400									
202	Title IV - Part A – Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									
203	Title IV - 21st Century	4421									
204	Title IV - Other *(Describe & Itemize)*	4499									
205	**Total Title IV**		0	0		0	0				
206	**FEDERAL - SPECIAL EDUCATION**										
207	Federal Special Education - Preschool Flow-Through	4600	40,166								
208	Federal Special Education - Preschool Discretionary	4605									
209	Federal Special Education - IDEA Flow Through	4620	1,061,960								
210	Federal Special Education - IDEA Room & Board	4625	150,000								

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
211	Federal Special Education - IDEA Discretionary	4630									
212	Federal Special Education - IDEA - Other *(Describe & Itemize)*	4699									
213	**Total Federal Special Education**		1,252,126	0		0	0				
214	**CTE - PERKINS**										
215	CTE - Perkins-Title IIIE Tech Prep	4770	27,925								
216	CTE - Other *(Describe & Itemize)*	4799									
217	**Total CTE - Perkins**		27,925	0			0				
218	Federal - Adult Education	4810									
219	Qualified Zone Academy Bond Tax Credits	4866									
220	Qualified School Construction Bond Credits	4867									
221	Build America Bond Tax Credits	4868									
222	Build America Bond Interest Reimbursement	4869									
223	**Total Stimulus Programs**		0	0	0	0	0	0		0	0
224	Race to the Top Program	4901									
225	Race to the Top - Preschool Expansion Grant	4902									
226	Title III - Instruction for English Learners & Immigrant Students	4905									
227	Title III - English Language Acquistion	4909									
228	McKinney Education for Homeless Children	4920									
229	Title II - Eisenhower - Professional Development Formula	4930									
230	Title II - Teacher Quality	4932	172,429								
231	Title II - Part A – Supporting Effective Instruction – State Grants	4935									
232	Federal Charter Schools	4960									
233	State Assessment Grants	4981									
234	Grant for State Assessments and Related Activities	4982									
235	Medicaid Matching Funds - Administrative Outreach	4991	154,473								
236	Medicaid Matching Funds - Fee-For-Service Program	4992	183,149								
237	Other Restricted Grants Received from Fed. Govt. thru State *(Describe & Itemize)*	4998	33,673								
238	**Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State**		5,039,923	0	0	0	0	0		0	0
239	**TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES**	4000	5,039,923	0	0	0	0	0	0	0	0
240	**TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)**		39,637,276	4,846,149	4,248,630	2,328,689	1,792,040	130,000	200,278	1,035,974	285,766
241	**TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)**		40,137,276								

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
3	**10 - EDUCATIONAL FUND (ED)**										
4	**INSTRUCTION (ED)**	**1000**									
5	Regular Programs	1100	11,482,628	2,482,627	73,586	406,399	122,804	4,200	0	134,830	14,707,074
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125	761,681	243,541	6,215	4,541					1,015,978
8	Special Education Programs (Functions 1200 - 1220)	1200	6,207,792	2,036,827	147,700	50,850			1,095	3,000	8,447,264
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250	593,547	207,986	54,229	144,110	5,260				1,005,132
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400	633,210	140,965	3,500	37,800					815,475
14	Interscholastic Programs	1500	878,550	8,730	176,416	75,887		39,301			1,178,884
15	Summer School Programs	1600				1,200					1,200
16	Gifted Programs	1650	50,844	11,044	2,000						63,888
17	Driver's Education Programs	1700	60,936	10,232	3,000	4,500					78,668
18	Bilingual Programs	1800			40,000						40,000
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912						684,167			684,167
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						480,000			480,000
34	**Total Instruction[14] (Without Student Activity Funds 1999)**	**1000**	20,669,188	5,141,952	506,646	725,287	128,064	727,668	1,095	137,830	28,037,730
35	**Total Instruction (With Student Activity Funds 1999)**	**1000**	20,669,188	5,141,952	506,646	725,287	128,064	1,207,668	1,095	137,830	28,517,730
36	**SUPPORT SERVICES (ED)**	**2000**									
37	**Support Services - Pupil**	**2100**									
38	Attendance & Social Work Services	2110	224,891	52,331	300	4,000					281,522
39	Guidance Services	2120	737,708	167,904		2,500					908,112
40	Health Services	2130	458,625	121,695	1,500	12,250			5,000		599,070
41	Psychological Services	2140	479,706	86,104	21,000	1,500					588,310
42	Speech Pathology & Audiology Services	2150	646,966	164,288	500	2,500					814,254
43	Other Support Services - Pupils *(Describe & Itemize)*	2190	83,090			500					83,590
44	**Total Support Services - Pupil**	**2100**	2,630,986	592,322	23,300	23,250	0	0	5,000	0	3,274,858
45	**Support Services - Instructional Staff**	**2200**									
46	Improvement of Instruction Services	2210	441,465	100,164	211,639	14,300		500			768,068
47	Educational Media Services	2220	473,812	111,329	85,699	166,300	10,000	100	45,000		892,240
48	Assessment & Testing	2230			155,091	7,680					162,771
49	**Total Support Services - Instructional Staff**	**2200**	915,277	211,493	452,429	188,280	10,000	600	45,000	0	1,823,079
50	**Support Services - General Administration**	**2300**									
51	Board of Education Services	2310	29,842	85	180,220	18,800		13,000			241,947
52	Executive Administration Services	2320	235,916	44,162	1,852	43		592			282,565
53	Special Area Administration Services	2330	354,697	52,075	1,412	1,090					409,274
54	Tort Immunity Services	2361, 2365	0	0	8,500	0	0	0	0	0	8,500
55	**Total Support Services - General Administration**	**2300**	620,455	96,322	191,984	19,933	0	13,592	0	0	942,286
56	**Support Services - School Administration**	**2400**									
57	Office of the Principal Services	2410	1,952,356	468,475	34,475	74,854		7,000			2,537,160
58	Other Support Services - School Administration *(Describe & Itemize)*	2490									0
59	**Total Support Services - School Administration**	**2400**	1,952,356	468,475	34,475	74,854	0	7,000	0	0	2,537,160

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
60	**Support Services - Business**	**2500**									
61	Direction of Business Support Services	2510	114,019	22,778	150	30					136,977
62	Fiscal Services	2520	140,949	36,464	111,850	44,885	7,978	500		4,300	346,926
63	Operation & Maintenance of Plant Services	2540	25,444	6,519	73,624	12,892	0				118,479
64	Pupil Transportation Services	2550	1,156		6,588						7,744
65	Food Services	2560	621,702	190,441	17,200	960,563	11,320	600			1,801,826
66	Internal Services	2570									0
67	**Total Support Services - Business**	**2500**	903,270	256,202	209,412	1,018,370	19,298	1,100	0	4,300	2,411,952
68	**Support Services - Central**	**2600**									
69	Direction of Central Support Services	2610	165,000	35,766							200,766
70	Planning, Research, Development & Evaluation Services	2620									0
71	Information Services	2630			1,365						1,365
72	Staff Services	2640	222,399	32,524	17,269	17,584		6,500			296,276
73	Data Processing Services	2660									0
74	**Total Support Services - Central**	**2600**	387,399	68,290	18,634	17,584	0	6,500	0	0	498,407
75	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
76	**Total Support Services**	**2000**	7,409,743	1,693,104	930,234	1,342,271	29,298	28,792	50,000	4,300	11,487,742
77	**COMMUNITY SERVICES (ED)**	**3000**	554,666	115,941	36,792	51,161		2,845			761,405
78	**PAYMENTS TO OTHER DIST & GOVT UNITS (ED)**	**4000**									
79	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120			254,784			515,900			770,684
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170						14,000			14,000
85	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
86	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			254,784			529,900			784,684
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220						867,551			867,551
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition *(Describe & Itemize)*	4290									0
94	**Total Payments to Other Dist & Govt Units - Tuition (In State)**	**4200**						867,551			867,551
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers *(Describe & Itemize)*	4390									0
102	**Total Payments to Other Dist & Govt Units-Transfers (In State)**	**4300**			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	**Total Payments to Other Dist & Govt Units**	**4000**			254,784			1,397,451			1,652,235
105	**DEBT SERVICE (ED)**	**5000**									
106	**Debt Service - Interest on Short-Term Debt**	**5100**									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
112	**Total Debt Service - Interest on Short-Term Debt**	**5100**						0			0
113	**Debt Service - Interest on Long-Term Debt**	**5200**									0
114	**Total Debt Service**	**5000**						0			0
115	**PROVISION FOR CONTINGENCIES (ED)**	**6000**									786 0
116	**Total Direct Disbursements/Expenditures (without Student Activity Funds (1999)**		28,633,597	6,950,997	1,728,456	2,118,719	157,362	2,156,756	51,095	142,130	41,939,112

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
117	**Total Direct Disbursements/Expenditures (with Student Activity Funds (1999)**		28,633,597	6,950,997	1,728,456	2,118,719	157,362	2,636,756	51,095	142,130	42,419,112
118	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)**										(2,301,836)
119	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)**										(2,281,836)
120											
121	**20 - OPERATIONS AND MAINTENANCE FUND (O&M)**										
122	**SUPPORT SERVICES (O&M)**	**2000**									
123	**Support Services - Pupil**	**2100**									
124	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
125	**Support Services - Business**	**2500**									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530	1,300		5,000		450,000				456,300
128	Operation & Maintenance of Plant Services	2540	2,310,196	569,890	579,941	1,284,150	197,523	2,000			4,943,700
129	Pupil Transportation Services	2550									0
130	Food Services	2560									0
131	**Total Support Services - Business**	**2500**	2,311,496	569,890	584,941	1,284,150	647,523	2,000	0	0	5,400,000
132	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
133	**Total Support Services**	**2000**	2,311,496	569,890	584,941	1,284,150	647,523	2,000	0	0	5,400,000
134	**COMMUNITY SERVICES (O&M)**	**3000**									0
135	**PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)**	**4000**									
136	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120									0
139	Payments for CTE Program	4140									0
140	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
141	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) [14]	4400									0
143	**Total Payments to Other Dist & Govt Unit**	**4000**			0			0			0
144	**DEBT SERVICE (O&M)**	**5000**									
145	**Debt Service - Interest on Short-Term Debt**	**5100**									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
151	**Total Debt Service - Interest on Short-Term Debt**	**5100**						0			0
152	**Debt Service - Interest on Long-Term Debt**	**5200**									0
153	**Total Debt Service**	**5000**						0			0
154	**PROVISION FOR CONTINGENCIES (O&M)**	**6000**									0
155	**Total Direct Disbursements/Expenditures**		2,311,496	569,890	584,941	1,284,150	647,523	2,000	0	0	5,400,000
156	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(553,851)
157											
158	**30 - DEBT SERVICE FUND (DS)**										
159	**PAYMENTS TO OTHER DIST & GOVT UNITS (DS)**	**4000**									
160	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
164	**Total Payments to Other Dist & Govt Units (In-State)**	**4000**						0			0
165	**DEBT SERVICE (DS)**	**5000**									
166	**Debt Service - Interest on Short-Term Debt**	**5100**									
167	Tax Anticipation Warrants	5110									0
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									787 0
170	State Aid Anticipation Certificates	5140									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
171	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
172	**Total Debt Service - Interest On Short-Term Debt**	**5100**						0			0
173	**Debt Service - Interest on Long-Term Debt**	**5200**						2,190,244			2,190,244
174	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**						3,629,811			3,629,811
175	**Debt Service - Other** *(Describe & Itemize)*	**5400**						205,599			205,599
176	**Total Debt Service**	**5000**			0			6,025,654			6,025,654
177	**PROVISION FOR CONTINGENCIES (DS)**	**6000**									0
178	**Total Direct Disbursements/Expenditures**				0			6,025,654			6,025,654
179	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(1,777,024)
180											
181	**40 - TRANSPORTATION FUND (TR)**										
182	**SUPPORT SERVICES (TR)**	**2000**									
183	**Support Services - Pupils**	**2100**									
184	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
185	**Support Services - Business**										
186	Pupil Transportation Services	2550	1,589,695	377,573	81,700	222,995	323,896	1,000	3,000		2,599,859
187	Other Support Services - Business *(Describe & Itemize)*	2900									0
188	**Total Support Services**	**2000**	1,589,695	377,573	81,700	222,995	323,896	1,000	3,000	0	2,599,859
189	**COMMUNITY SERVICES (TR)**	**3000**									0
190	**PAYMENTS TO OTHER DIST & GOVT UNITS (TR)**	**4000**									
191	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
198	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			0			0
199	**Payments to Other Dist & Govt Units (Out-of-State)** *(Describe & Itemize)*	**4400**									0
200	**Total Payments to Other Dist & Govt Units**	**4000**			0			0			0
201	**DEBT SERVICE (TR)**	**5000**									
202	**Debt Service - Interest on Short-Term Debt**	**5100**									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
208	**Total Debt Service - Interest On Short-Term Debt**	**5100**						0			0
209	**Debt Service - Interest on Long-Term Debt**	**5200**									0
210	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**									0
211	**Debt Service - Other** *(Describe & Itemize)*	**5400**									0
212	**Total Debt Service**	**5000**						0			0
213	**PROVISION FOR CONTINGENCIES (TR)**	**6000**									0
214	**Total Direct Disbursements/Expenditures**		1,589,695	377,573	81,700	222,995	323,896	1,000	3,000	0	2,599,859
215	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(271,170)
216											
217	**50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)**										
218	**INSTRUCTION (MR/SS)**	**1000**									
219	Regular Program	1100		129,393							129,393
220	Pre-K Programs	1125		82,983							82,983
221	Special Education Programs (Functions 1200-1220)	1200		488,213							488,213
222	Special Education Programs Pre-K	1225									788 0
223	Remedial and Supplemental Programs K-12	1250		8,579							8,579

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400		12,774							12,774
227	Interscholastic Programs	1500		34,236							34,236
228	Summer School Programs	1600									0
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700		1,300							1,300
231	Bilingual Programs	1800									0
232	Truant Alternative & Optional Programs	1900									0
233	**Total Instruction**	**1000**		757,478							757,478
234	**SUPPORT SERVICES (MR/SS)**	**2000**									
235	**Support Services - Pupil**	**2100**									
236	Attendance & Social Work Services	2110		4,500							4,500
237	Guidance Services	2120		21,364							21,364
238	Health Services	2130		78,379							78,379
239	Psychological Services	2140		6,050							6,050
240	Speech Pathology & Audiology Services	2150		10,000							10,000
241	Other Support Services - Pupils *(Describe & Itemize)*	2190		9,145							9,145
242	**Total Support Services - Pupil**	**2100**		129,438							129,438
243	**Support Services - Instructional Staff**	**2200**									
244	Improvement of Instruction Services	2210		23,122							23,122
245	Educational Media Services	2220		71,628							71,628
246	Assessment & Testing	2230									0
247	**Total Support Services - Instructional Staff**	**2200**		94,750							94,750
248	**Support Services - General Administration**	**2300**									
249	Board of Education Services	2310		3,528							3,528
250	Executive Administration Services	2320		3,000							3,000
251	Special Area Administrative Services	2330		10,642							10,642
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365									0
254	**Total Support Services - General Administration**	**2300**		17,170							17,170
255	**Support Services - School Administration**	**2400**									
256	Office of the Principal Services	2410		119,360							119,360
257	Other Support Services - School Administration *(Describe & Itemize)*	2490									0
258	**Total Support Services - School Administration**	**2400**		119,360							119,360
259	**Support Services - Business**	**2500**									
260	Direction of Business Support Services	2510		1,500							1,500
261	Fiscal Services	2520		26,198							26,198
262	Facilities Acquisition & Construction Services	2530		400							400
263	Operation & Maintenance of Plant Service	2540		354,911							354,911
264	Pupil Transportation Services	2550		223,083							223,083
265	Food Services	2560		97,029							97,029
266	Internal Services	2570									0
267	**Total Support Services - Business**	**2500**		703,121							703,121
268	**Support Services - Central**	**2600**									
269	Direction of Central Support Services	2610		2,500							2,500
270	Planning, Research, Development & Evaluation Services	2620									0
271	Information Services	2630									0
272	Staff Services	2640		35,128							35,128
273	Data Processing Services	2660									0
274	**Total Support Services - Central**	**2600**		37,628							37,628
275	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
276	**Total Support Services**	**2000**		1,101,467							1,101,467
277	**COMMUNITY SERVICES (MR/SS)**	**3000**		67,664							67,664
278	**PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)**	**4000**									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120									0
281	Payments for CTE Programs	4140									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
282	**Total Payments to Other Dist & Govt Units**	**4000**		0							0
283	**DEBT SERVICE (MR/SS)**	**5000**									
284	**Debt Service - Interest on Short-Term Debt**	**5100**									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
290	**Total Debt Service**	**5000**						0			0
291	**PROVISION FOR CONTINGENCIES (MR/SS)**	**6000**									0
292	**Total Direct Disbursements/Expenditures**			1,926,609				0			1,926,609
293	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(134,569)
294											
295	**60 - CAPITAL PROJECTS (CP)**										
296	**SUPPORT SERVICES (CP)**	**2000**									
297	**Support Services - Business**										
298	Facilities Acquisition & Construction Services	2530					3,574,511				3,574,511
299	Other Support Services - Business *(Describe & Itemize)*	2900									0
300	**Total Support Services**	**2000**	0	0	0	0	3,574,511	0	0		3,574,511
301	**PAYMENTS TO OTHER DIST & GOVT UNITS (CP)**	**4000**									
302	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) *(Describe & Itemize)*	4190									0
307	**Total Payments to Other Districts & Govt Units**	**4000**			0			0			0
308	**PROVISION FOR CONTINGENCIES (CP)**	**6000**									0
309	**Total Direct Disbursements/Expenditures**		0	0	0	0	3,574,511	0	0		3,574,511
310	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(3,444,511)
311											
312	**70 WORKING CASH FUND (WC)**										
313											
314	**80 - TORT FUND (TF)**										
315	**INSTRUCTION (TF)**	**1000**									
316	Regular Programs	1100	0	0	0	0	0	0	0	0	0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200									0
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400									0
325	Interscholastic Programs	1500									0
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700									0
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912									0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0

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	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
339	Interscholastic Programs Private Tuition	1918									0
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	**Total Instruction**[14]	**1000**	0	0	0	0	0	0	0	0	0
345	**SUPPORT SERVICES (TF)**	**2000**									
346	**Support Services - Pupil**	**2100**									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120									0
349	Health Services	2130									0
350	Psychological Services	2140									0
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
353	**Total Support Services - Pupil**	**2100**	0	0	0	0	0	0	0	0	0
354	**Support Services - Instructional Staff**	**2200**									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358	**Total Support Services - Instructional Staff**	**2200**	0	0	0	0	0	0	0	0	0
359	**Support Services - General Administration**	**2300**									
360	Board of Education Services	2310									0
361	Executive Administration Services	2320									0
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365			45,431						45,431
365	**Total Support Services - General Administration**	**2300**	0	0	45,431	0	0	0	0	0	45,431
366	**Support Services - School Administration**	**2400**									
367	Office of the Principal Services	2410									0
368	Other Support Services - School Administration *(Describe & Itemize)*	2490									0
369	**Total Support Services - School Administration**	**2400**	0	0	0	0	0	0	0	0	0
370	**Support Services - Business**	**2500**									
371	Direction of Business Support Services	2510									0
372	Fiscal Services	2520									0
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540			401,920						401,920
375	Pupil Transportation Services	2550									0
376	Food Services	2560									0
377	Internal Services	2570									0
378	**Total Support Services - Business**	**2500**	0	0	401,920	0	0	0	0	0	401,920
379	**Support Services - Central**	**2600**									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640									0
384	Data Processing Services	2660									0
385	**Total Support Services - Central**	**2600**	0	0	0	0	0	0	0	0	0
386	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**			594,148						594,148
387	**Total Support Services**	**2000**	0	0	1,041,499	0	0	0	0	0	1,041,499
388	**COMMUNITY SERVICES (TF)**	**3000**									0
389	**PAYMENTS TO OTHER DIST & GOVT UNITS (TF)**	**4000**									
390	**Payments to Other Dist & Govt Units (In-State)**	4100									
391	Payments for Regular Programs	4110									0
392	Payments for Special Education Programs	4120									0
393	Payments for Adult/Continuing Education Programs	4130									0
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
396	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
397	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			0			0
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition *(Describe & Itemize)*	4290									0
405	**Total Payments to Other Dist & Govt Units - Tuition (In State)**	**4200**						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers *(Describe & Itemize)*	4390									0
413	**Total Payments to Other Dist & Govt Units-Transfers (In State)**	**4300**			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	**Total Payments to Other Dist & Govt Units**	**4000**			0			0			0
416	**DEBT SERVICE (TF)**	**5000**									
417	**Debt Service - Interest on Short-Term Debt**										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest or Short-Term Debt *(Describe & Itemize)*	5150									0
423	**Debt Service - Interest on Long-Term Debt**	**5200**									0
424	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**									0
425	**Debt Service - Other** *(Describe & Itemize)*	**5400**									0
426	**Total Debt Service**	**5000**			0			0			0
427	**PROVISION FOR CONTINGENCIES (TF)**	**6000**									0
428	**Total Direct Disbursements/Expenditures**		0	0	1,041,499	0	0	0	0	0	1,041,499
429	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(5,525)
430											
431	**90 - FIRE PREVENTION & SAFETY FUND (FP&S)**										
432	**SUPPORT SERVICES (FP&S)**	**2000**									
433	**Support Services - Business**	**2500**									
434	Facilities Acquisition & Construction Services	2530									0
435	Operation & Maintenance of Plant Service	2540					390,000				390,000
436	**Total Support Services - Business**	**2500**	0	0	0	0	390,000	0	0		390,000
437	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
438	**Total Support Services**	**2000**	0	0	0	0	390,000	0	0		390,000
439	**PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)**	**4000**									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
443	**Total Payments to Other Districts & Govt Units (FPS)**	**4000**						0			0
444	**DEBT SERVICE (FP&S)**	**5000**									
445	**Debt Service - Interest on Short-Term Debt**	**5100**									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
448	**Total Debt Service - Interest on Short-Term Debt**	**5100**						0			0
449	**Debt Service - Interest on Long-Term Debt**	**5200**									0
450	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
453	Total Direct Disbursements/Expenditures		0	0	0	0	390,000	0	0		390,000
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(104,234)

	B	C	D	E	F	G	H
1	**If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.**						
2	**Revenue Check:**	OK					
3	**Expenditure Check:**	OK					
4	**Revenues Acct. (EstRev tab)**	**Amount**	**Describe Revenue**		**Expenditures Fund-Function (EstExp tab)**	**Amount**	**Describe Expenditures**
5	**1190**				**10-2190**	$ 83,590	Elementary Noon Supervisor
6	**1290**				**10-2490**		
7	**1614**				**10-2900**		
8	**1690**	$ 31,903	Other Food Service Income		**10-4190**		
9	**1790**	$ 17,662	Resale Items and Student Parking Passes		**10-4290**		
10	**1819**				**10-4390**		
11	**1829**				**10-4400**		
12	**1890**				**10-5150**		
13	**1993**	$ 7,333	Tech Resale of Used Equipment		**20-2190**		
14	**1999**	$ 27,927	Miscellaneous Revenue		**20-2900**		
15	**2300**				**20-4190**		
16	**3099**				**20-4400**		
17	**3199**				**20-5150**		
18	**3299**				**30-4190**		
19	**3499**				**30-5150**		
20	**3599**				**30-5300**	$ 3,629,811	Principal on L-T Debt
21	**3999**	$ 316,670	Teacher Vacancy Grant, Library Grant, After School Grant		**30-5400**	$ 205,599	Bond Service Fees
22	**4009**				**40-2190**		
23	**4090**				**40-2900**		
24	**4199**				**40-4190**		
25	**4299**				**40-4400**		
26	**4399**	$ 134,892	Title I School Improvement		**40-5150**		
27	**4499**				**40-5300**		
28	**4699**				**40-5400**		
29	**4799**				**50-2190**	$ 9,145	Elementary Noon Supervisor Benefits
30	**4998**	$ 33,673	DORS/STEP		**50-2490**		
31					**50-2900**		
32					**50-5150**		
33					**60-2900**		
34					**60-4190**		
35					**80-2190**		
36					**80-2490**		
37					**80-2900**	$ 594,148	Package Insurance Policy-Workers Comp
38					**80-4190**		
39					**80-4290**		
40					**80-4390**		
41					**80-4400**		
42					**80-5150**		
43					**80-5300**		
44					**80-5400**		
45					**90-2900**		
46					**90-4190**		
47					**90-5150**		
48					**90-5300**		

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	39,637,276	4,846,149	2,328,689	200,278	**47,012,392**
Direct Expenditures	41,939,112	5,400,000	2,599,859		**49,938,971**
Difference	(2,301,836)	(553,851)	(271,170)	200,278	**(2,926,579)**
Estimated Fund Balance - June 30, 2026	28,957,283	2,717,631	2,747,379	3,371,493	**37,793,786**

Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.

A deficit reduction plan is required if the local board of education adopts (or amends) the 2025-2026 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

Note: *The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.*

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2024-2025 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

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	A	B	C	D	E	F	G
1	**School Districts Only*		DEFICIT REDUCTION PLAN				
2			ESTIMATED BUDGET				
3	*01069117022*		FY2025-2026				
4	*District Number*						
5	*Jacksonville SD 117*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		31,259,119	3,271,482	3,018,549	3,171,215	40,720,365
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	21,450,065	3,477,794	1,578,822	200,278	26,706,959
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0		0
11	STATE SOURCES	3000	13,147,288	1,368,355	749,867	0	15,265,510
12	FEDERAL SOURCES	4000	5,039,923	0	0	0	5,039,923
13	Total Receipts/Revenues		39,637,276	4,846,149	2,328,689	200,278	47,012,392
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	28,037,730				28,037,730
16	SUPPORT SERVICES	2000	11,487,742	5,400,000	2,599,859		19,487,601
17	COMMUNITY SERVICES	3000	761,405	0	0		761,405
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	1,652,235	0	0		1,652,235
19	DEBT SERVICES	5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		41,939,112	5,400,000	2,599,859		49,938,971
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(2,301,836)	(553,851)	(271,170)	200,278	(2,926,579)
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		28,957,283	2,717,631	2,747,379	3,371,493	37,793,786

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	A	B	H	I	J	K	L
1	**School Districts Only*		ESTIMATED BUDGET FY2026-2027				
2							
3	*01069117022*						
4	*District Number*						
5	*Jacksonville SD 117*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		28,957,283	2,717,631	2,747,379	3,371,493	37,793,786
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		28,957,283	2,717,631	2,747,379	3,371,493	37,793,786

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	A	B	M	N	O	P	Q
1	**School Districts Only*		ESTIMATED BUDGET FY2027-2028				
2							
3	*01069117022*						
4	*District Number*						
5	*Jacksonville SD 117*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		28,957,283	2,717,631	2,747,379	3,371,493	37,793,786
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		28,957,283	2,717,631	2,747,379	3,371,493	37,793,786

	A	B	R	S	T	U	V
1	**School Districts Only*		ESTIMATED BUDGET FY2028-2029				
2							
3	*01069117022*						
4	*District Number*						
5	*Jacksonville SD 117*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		28,957,283	2,717,631	2,747,379	3,371,493	37,793,786
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		28,957,283	2,717,631	2,747,379	3,371,493	37,793,786

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	A	B	W	X	Y	Z
1	**School Districts Only*		SUMMARY			
2			BUDGET ADDENDUM - DEFICIT REDUCTION PLAN			
3	*01069117022*		ESTIMATED BUDGET			
4	*District Number*		*Date of Adoption:*			
5	*Jacksonville SD 117*				*(Enter as MM/DD/YY)*	
6	*District Name*		FY2025-2026	FY2026-2027	FY2027-2028	FY2028-2029
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		40,720,365	37,793,786	37,793,786	37,793,786
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	26,706,959	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	15,265,510	0	0	0
12	FEDERAL SOURCES	4000	5,039,923	0	0	0
13	Total Receipts/Revenues		47,012,392	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	28,037,730	0	0	0
16	SUPPORT SERVICES	2000	19,487,601	0	0	0
17	COMMUNITY SERVICES	3000	761,405	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	1,652,235	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		49,938,971	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(2,926,579)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		37,793,786	37,793,786	37,793,786	37,793,786

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Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2025-2026
through Fiscal Year 2028-2029

Jacksonville SD 117 ***01069117022***

Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.

1. **Background and Narrative of Budget Reductions:**

2. **Assumptions Used in the Deficit Reduction Plan:**

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

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Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2025-2026
through Fiscal Year 2028-2029

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance)? If yes, please explain:

Evidence-Based Funding: Fiscal Year 2026 Spending Plan
Jacksonville SD 117

Part I: Achieving Student Growth and Making Progress Toward State Education Goals

The questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core resources: time, money, people, and programs.

Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.

1) **What are the Organizational Unit's strategic goals for student success for the 2025-26 school year? What measures will be used to evaluate progress? (*No more than 2000 characters, including spaces.*)**

	Top Strategy 1	Top Strategy 2	Top Strategy 3
2) **Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)**			

If "Other" was selected in question 2, please describe. (*No more than 1000 characters, including spaces.*)

Part II: Planned Use of Evidence-Based Funding

The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2026 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.

Collaboration Opportunity *- Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.*

Evidence-Based Funding Organizational Unit Results (FY 2025)					
Final Resources / Adequacy Target = ***Percent of Adequacy***	**Average Student Enrollment**	*2,969.46*	**Adequacy Target**	*$43,362,629*	
	Final Resources	*$34,689,336*	**Percent of Adequacy**	*80%*	
Base Funding Minimum + Tier Funding = ***Gross State Contribution***	**Tier Assignment**	*2*	**Gross State Contribution**	*$11,605,922*	
	FY25 Base Funding Minimum	*$11,374,974*	**FY 2025 Tier Funding**	*$230,948*	
Within FY 2025 Gross State Contribution, Resources Attributable to ***Specific Populations***	**Low-Income Students**	*$3,219,986*			
	English Learners (ELs)	*$60,250*			
	Special Education	*$1,360,940*			

	FY 2026 Tier Funding	Funding Type (Select)	**Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.*
1) **FY 2026 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2026. Select whether the amount is estimated or actual funding.**			

	Data Source 1	Data Source 2	Data Source 3
2) **Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)**			

3)	**Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)**	Bilingual Program Director(s)		Principals		Bilingual Parent Advisory Committee	
		Special Ed. Program Director(s)		School Improvement Teams		Other Parent Group(s)	
		Other Program Leaders		Teacher or Support Staff Unions		Community Focus Group(s)	
		School Board Members		Other School Staff		Other	
	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (*No more than 1000 characters, including spaces.*)						

		Priority Investment 1	Priority Investment 2	Priority Investment 3
4)	**Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2026 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)**			
	If "Other" was selected in question 4, please describe. (*No more than 1000 characters, including spaces.*)			

5) **Cost Factor Table**

The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2025 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least $5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan.

Column G: If the Organizational Unit will receive at least $5,000 in FY 2026 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2026 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.

Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2026 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.

Cost Factors		Amount in FY 2025 Adjusted Adequacy Target	Budgeted FY 2026 Investments with New Tier Funding [N/A]	Budgeted FY 2026 Expenditures (All Resources) [Optional]	Optional District Narratives
Core Investments	Core Teachers	$9,684,941			*Enter optional context for core investment decisions.*
	Specialist Teachers	$2,317,475			
	Instructional Facilitator	$998,724			
	Core Intervention Teacher	$407,358			
	Substitute Teachers	$342,101			
	Guidance Counselor	$681,567			
	Nurse	$220,217			
	Supervisory Aide	$381,225			
	Librarian	$451,404			
	Librarian Aide	$275,732			
	Principal	$665,454			
	Assistant Principal	$579,596			
	School Site Staff	$457,447			
	Subtotal	$17,463,242			

Per Student Investments	Gifted	$264,522			*Enter optional context for per student investment decisions.*
	Professional Development	$371,183			
	Instructional Materials	$965,075			
	Assessments	$100,962			
	Computer & Tech Equipment	$1,695,562			
	Student Activities	$1,169,814			
	Maintenance & Operations	$4,457,159			
	Central Office	$2,969			
	Employee Benefits	$8,503,577			
	Subtotal*	$20,219,941			
Additional Investments	Low-Income Intervention Teacher	$773,245			*Enter optional context for additional investment decisions.*
	Low-Income Pupil Support Staff	$773,245			
	Low-Income Extended Day Teacher	$805,124			
	Low-Income Summer School Teacher	$805,124			
	EL Intervention Teacher	$52,906			
	EL Pupil Support Staff	$52,906			
	EL Extended Day Teacher	$55,619			
	EL Summer School Teacher	$55,619			
	EL Core Teacher	$66,472			
	Sp Ed Teacher	$1,428,468			
	Sp Ed Instructional Assistant	$587,745			
	Sp Ed Psychologist	$222,971			
	Subtotal	**$5,679,446**			
	Other Investments				
	Total**	**$43,362,629**			**Tier Funding Check (Cell G90)**

*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.

**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2025 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.

If some or all Tier Funding was invested outside of the cost factors, please describe. (*No more than 1000 characters, including spaces.*)	

Part III: Support for Special Student Groups

EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statue these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in Question 1 below (cells G100-G102). If the Organizational Unit received at least $5,000 for any of the student groups, a response to Questions 2 through 4 below is required. For amounts less than $5,000, a response is optional for those questions. All other EBF funds may be spent in any manner deemed appropriate by the school district.

Collaboration Opportunity *- Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.*

			Enter Amounts	Select type	
1)	**FY 2026 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY26 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.**	**Low-Income Students**			**Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.*
		English Learners			
		Special Education			

2)	**Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)** **Response Optional**	Low-Income Intervention Teacher		Low-Income Extended Day Teacher		Other Investments	
		[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
		Low-Income Pupil Support Staff		Low-Income Summer School Teacher			
		[Optional - Enter $]		*[Optional - Enter $]*			
	Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2026. (*Required if "Other Investments" selected above. No more than 500 characters, including spaces.*)						
3)	**Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)** **Response Optional**	English Learner Intervention Teacher		English Learner Extended Day Teacher		English Learner Core Teacher	
		[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
		English Learner Pupil Support Staff		English Learner Summer School Teacher		Other Investments	
		[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
	Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2026. (*Required if "Other Investments" selected above. No more than 500 characters, including spaces.*)						
4)	**Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)** **Response Optional**	Special Education Teacher		Special Education Psychologist			
		[Optional - Enter $]		*[Optional - Enter $]*			
		Special Education Instructional Assistant		Other Investments			
		[Optional - Enter $]		*[Optional - Enter $]*			
	Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2026. (*Required if "Other Investments" selected above. No more than 500 characters, including*						

Plan Assurances

Please complete the assurances below related to Article 14C of the Illinois School Code, which contains provisions for EL services, parent participation, and the use of EBF dollars provided for English learners. It is the joint responsibility of home and serving entities to ensure compliance related to the use of state funding provided for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.

Collaboration Opportunity *- Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.*

1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners."

2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K."

3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2025."

4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2025-26.

BPAC Meeting (MM/DD/YYYY)	
Name of Chair	

Spending Plan Completion Tracker		
Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.		
Question	**Status**	**Acceptance Criteria**
Part 1, Q1	Incomplete	Character length of response must be >10 and <=2000, including spaces.
Part 1, Q2	Incomplete	A different response must be selected in G11, I11, and L11; cells cannot be blank.
Part 1, Q2 (Narrative)	Complete	Response required only if "Other" selected in G11, I11, or L11; character length of response must be >10 and <=1000, including spaces.
Part 2, Q1	Incomplete	A numeric value must be entered in cell G31 (estimated or actual Tier Funding, or 0 if appropriations did not include Tier Funding). A type must be selected in cell H31.
Part 2, Q2	Incomplete	A different response must be selected in G35, I35, and L35; cells cannot be blank.
Part 2, Q3	Incomplete	At least one response must be selected.
Part 2, Q4	Incomplete	Cells G43, I43, and L43 cannot be blank. "Other" may be selected more than once, but other responses may not be repeated.
Part 2, Q4 (Narrative)	Complete	Response required only if "Other" selected in G43, I43, or L43; character length of response must be >10 and <=1000, including spaces.
Part 2, Q5 (Cell G90)	Incomplete	Cell G90 must be equal to the value in cell G31.
Part 2, Q5 (Narrative)	Complete	Response required only if a value was entered in cell G89; character length of response must be >10 and <=1000, including spaces.
Part 3, Q1 Low-Income Funds	Incomplete	A numeric value must be entered. A type must be selected in cell H100.
Part 3, Q1 English Learner Funds	Incomplete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H101.
Part 3, Q1 Spec. Ed. Funds	Incomplete	A numeric value must be entered. A type must be selected in cell H102.
Part 3, Q2	Complete	At least one response must be selected.
Part 3, Q2 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q3	Complete	At least one response must be selected.
Part 3, Q3 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q4	Complete	At least one response must be selected.
Part 3, Q4 (Narrative	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Assurances 1	Complete	Response required if the value entered in cell G101>0.
Assurances 2	Complete	Response required if the value entered in cell G101>0.
Assurances 3	Complete	Response required if "Yes" selected in cell E133.
Assurances 4 (Meeting Date)	Complete	Response required if "Yes" selected in cell E133; enter date in MM/DD/YYYY format.
Assurances 4 (Name of Chair)	Complete	Response required if "Yes" selected in cell E133.

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2026 budgeted expenditures over actual FY2025 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and must be submitted in conjunction with that report. An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: Limitation of Administrative Costs

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET
(Section 17-1.5 of the School Code)

School District Name: **Jacksonville SD 117**
RCDT Number: **01069117022**

	Description	Funct. No.	Estimated Actual Expenditures, Fiscal Year 2025 (10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total	Budgeted Expenditures, Fiscal Year 2026 (10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total
1.	Executive Administration Services	2320	267,983			267,983	282,565		0	282,565
2.	Special Area Administration Services	2330	407,245			407,245	409,274		0	409,274
3.	Other Support Services - School Administration	2490				0	0		0	0
4.	Direction of Business Support Services	2510	134,833			134,833	136,977	0	0	136,977
5.	Internal Services	2570	3,247			3,247	0		0	0
6.	Direction of Central Support Services	2610	167,770			167,770	200,766		0	200,766
7.	Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
8.	**Totals**		981,078	0	0	981,078	1,029,582	0	0	1,029,582
9.	**Estimated Percent Increase (Decrease) for FY2026 (Budgeted) over (Actual) FY 2025**									5%

REPORTING OF PUBLIC VENDOR CONTRACTS OF $1,000 OR MORE (School Districts Only)

*In accordance with the School Code, Section 10-20.21, all **school districts** are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all contracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the **school district** in excess of $1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services.* ***The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget.*** *All such contracts executed on or after July 1, 2007 must be approved by the school board.*

See: School Code, Section 10-20.21 - Contracts

Name of Vendor	Product or Service Provided	Net Revenue	Non-Monetary Remuneration	Purpose of Proceeds	Distribution Method and Recipient of Non-Monetary Remunerations Distributed

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Reference Description

1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).

2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).

3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.

3a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14

4 Principal on Bonds Sold:

(1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.

(2) Refunding Bonds can be entered in the Debt Services Fund only.

(3) Building Bonds can be entered in the Capital Projects Fund only.

(4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.

5 The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.

6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.

7 Cash plus investments must be greater than or equal to zero.

8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).

9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).

10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).

11 Include revenue accounts 1110 through 1115, 1117,1118 & 1120.

12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.

13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.

14 Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.

15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)

16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
Only abatement of working cash fund can transfer its funds to any fund in most need of money
(see 105 ILCS 5/20-10 for further explanation)

CHECK FOR ERRORS

This worksheet checks various cells to assure that selected items are in balance.

Please fix errors below before submitting to ISBE.

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Budget Item References	Message
1. Deficit Reduction Plan (DefReductPlan 23-27 tab)	
Is Deficit Reduction Plan Required? **(Joint Agreements do not complete Deficit Reduction Plan.)**	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
2. Cover Page (Cover tab)	
District Name must be selected from **drop-down**. (Cell H13)	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates **(Day, Month, Year)** must be input on Cover sheet.	OK
Board Names must be typed on Cover sheet.	OK
3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) **must equal Other Uses** (BudgetSum 2-4 tab - Acct 8000).	
Estimated Beginning Fund Balance July, 1 2025 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2025 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2024 (CashSum 5 tab, All Funds) **cannot be negative.**	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) **cannot be negative.**	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) **must equal Other Disbursements** (CashSum 5 tab).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
7. Estimated Revenue (EstRev 6-11 tab)	
Amounts must be input for revenue.	OK
8. Estimated Expenditures (EstExp 12-20 tab)	
Amounts must be input for expenditures.	OK
9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK

End of Balancing

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
60117	05/21/2026	E & M ENTERTAINMENT	DJ FOR JMS SPRING DANCE 3/30/2026	-200.00
60165	05/03/2026	CHELSVIG, JIM	JMS WRESTLING - PIZZA FOR AWARDS NIGHT	305.47
60166	05/03/2026	DYER, MARK	REIMBURSEMENT FROM JHS FFA FOR OFFICER RETREAT TICKETS -- RAGING RIVER	436.51
60166	05/03/2026	DYER, MARK	REIMBURSEMENT FROM JHS FFA FOR OFFICER RETREAT - RIVERHOUSE OVERNIGHT STAY	490.00
60167	05/03/2026	GIBSON, WILLIAM	JHS SOFTBALL REIMBUSEMENT - PIZZA	38.86
60168	05/03/2026	HUMMERT INTERNATIONA	JHS AG FARM FFA - SHIPPING ON APRIL 2026 ORDER	91.00
60169	05/03/2026	IRC TEAM SPORTS	JHS BOY'S TENNIS - SCORECARDS & FREIGHT CHARGE	85.90
60170	05/03/2026	JOSTENS INC	1074949 - FELT NUMERALS ($128.15 PAID BY JHS ATH DEPT & $59.30 PAID BY JHS GENERAL SPORT ACCOUNT)	128.15
60171	05/03/2026	LOMELINO SIGN CO	JMS WRESTLING - 2026 RECORD BOARD NAMES & WEIGHT	85.00
60172	05/03/2026	OWENS, BRITTANY	JHS CHEER - BANQUET FOOD	346.76
60173	05/03/2026	SCOTT, DANIEL	SOUTH - REIMBURSEMENT FOR EAR BUDS FOR TESTING - 4662	52.76
60174	05/03/2026	THROWS PRO LLC	JHS GIRL'S TRACK - JAVELINS & SHOT PUT	558.60
60175	05/03/2026	U OF I EXTENSION OFF	NORTH - FIELD TRIP - KINDERGARTEN - SO COUNTY FAIRGROUNDS	54.00
60175	05/03/2026	U OF I EXTENSION OFF	FIELD TRIP FOR EISENHOWER KINDERGARTEN	144.00
60175	05/03/2026	U OF I EXTENSION OFF	FIELD TRIP FOR EISENHOWER KINDERGARTEN	-144.00
60175	05/03/2026	U OF I EXTENSION OFF	NORTH - FIELD TRIP - KINDERGARTEN - SO COUNTY FAIRGROUNDS	-54.00
60176	05/03/2026	WILSON, MARY	JMS SPRING CONCERT - CHOIR	100.00
60177	05/03/2026	ZEECRAFT TECH,LLC	JMS SCHOLASTIC BOWL - BUZZER REPAIR	29.00
60178	05/03/2026	U OF I EXTENSION OFF	FIELD TRIP FOR EISENHOWER KINDERGARTEN	144.00
60178	05/05/2026	EWING, ANGEL	REIMBURSEMENT - CAREER DAY SUPPLIES	39.69
60179	05/03/2026	U OF I EXTENSION OFF	NORTH - FIELD TRIP - KINDERGARTEN - SO COUNTY FAIRGROUNDS	54.00
60179	05/05/2026	U OF I EXTENSION OFF	FIELD TRIP FOR M/W KINDERGARTEN	39.00
60180	05/05/2026	WOODLAND FARMS U.R.R	FIELD TRIP FOR M/W 5TH GRADERS 5/13/2026	46.00
60181	05/06/2026	U OF I EXTENSION OFF	FIELD TRIP FOR SOUTH KINDERGARTEN	141.00
60182	05/07/2026	U OF I EXTENSION OFF	FIELD TRIP FOR LINCOLN 1ST GRADE	114.00
60183	05/07/2026	WOODLAND FARMS U.R.R	FIELD TRIP FOR LINCOLN 5TH	160.00

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			GRADE	
60184	05/11/2026	COMSTOCK, ANDREW	REIMBURSEMENT FROM GIRL'S SOCCER FOR BETTENDORF HOTEL	1,376.96
60185	05/11/2026	JACKSONVILLE SCHOOL	JHS GIRL'S SOCCER - COACHES STIPEND - PAYING BACK DISTRICT FROM ACTIVITY #910	3,005.82
60186	05/11/2026	JOHNSON, MELISSA	REIMBURSEMENT FROM PEP CLUB - CANDY FOR 8TH NIGHT	29.09
60187	05/11/2026	MUSIC SHOPPE, INC	JMS BAND - REPAIRS TO VIOLIN	10.58
60187	05/11/2026	MUSIC SHOPPE, INC	JMS BAND - REPAIRS TO CELLO & VIOLIN	38.57
60188	05/11/2026	SPARROW, LESLIE	REIMBURSEMENT FOR ITEMS FOR RAINBOW REVELUTION MEETING	97.47
60189	05/11/2026	CAPITAL BLUE PRINT	JHS CHEERLEADING - CHEER SIGNS	340.15
60190	05/13/2026	ALEXANDER, STEPHANIE	HEMS FOR AWARD	18.36
60191	05/13/2026	ALL OCCASIONS FLOWER	PROM FLOWERS CLASS OF 2027	356.40
60192	05/13/2026	BOYD MUSIC	REPAIRS	50.00
60192	05/13/2026	BOYD MUSIC	REPAIRS	600.00
60192	05/13/2026	BOYD MUSIC	REPAIRS	250.00
60192	05/13/2026	BOYD MUSIC	REPAIRS	32.00
60192	05/13/2026	BOYD MUSIC	REPAIRS	51.00
60192	05/13/2026	BOYD MUSIC	REPAIRS	33.04
60192	05/13/2026	BOYD MUSIC	REPAIRS	190.00
60193	05/13/2026	BRADLEY UNIVERSITY B	SUMMER LEAGUE FEES	375.00
60194	05/13/2026	BURKE, MICHAEL	NHS TASSELS	280.79
60195	05/13/2026	COOPER, ALEXANDRA	PROM DECORATIONS, COOKIES AND PIZZA FOR WORKERS	362.97
60196	05/13/2026	HAMILTONS CATERING	PROM VENUE LINERS	1,508.00
60197	05/13/2026	JOSTENS	JOSTENS OUTSTANDING AWARD PLAQUES	1,135.78
60198	05/13/2026	NORMAL WEST BOYS BAS	SUMMER LEAGUE FEES NORMAL WEST	250.00
60199	05/13/2026	NORTH MAC BASKETBALL	SUMMER LEAGUE FEES NORTH MAC	375.00
60200	05/13/2026	OUTBREAK DESIGNS	TEAM SHIRTS	499.00
60201	05/13/2026	PRAIRIELAND FS, INC	PRAIRILAND FS- CHEMICALS	746.11
60202	05/13/2026	STOWERS, BUFORD	MONEY TO EXCHAGE FOR EUROS FOR GAPP	2,400.00
60203	05/13/2026	VANBEBBER, BRECK	CROSS COUNTRY GEAR/ SHOES	194.40
60204	05/18/2026	BMO CORPORATE MASTER	JHS ACTIVITY-ABC FUNDRAISING FOR CANDY BARS	4,095.00
60204	05/18/2026	BMO CORPORATE MASTER	JHS ACTIVITY-AMAZON WEIGHT PLATES FOR BOYS BASKETBALL	195.98
60204	05/18/2026	BMO CORPORATE MASTER	WALGREENS PICTURES FOR SENIOR AWARD PLAQUE	37.22
60204	05/18/2026	BMO CORPORATE MASTER	NORTH ACTIVITY-END OF YEAR CELEBRATION SUPPLIES	247.48
60204	05/18/2026	BMO CORPORATE MASTER	NORTH ACTIVITY-SNO-CONE SYRUP	79.95
60204	05/18/2026	BMO CORPORATE MASTER	NORTH ACTIVITY-WATER AND CANDY	52.04
60204	05/18/2026	BMO CORPORATE MASTER	JHS ACTIVITY-POPCORN MACHINE JHS BOYS SOCCER	1,079.39
60204	05/18/2026	BMO CORPORATE MASTER	JHS ACTIVITY-UIS SANGAMON TICKETS	376.80
60204	05/18/2026	BMO CORPORATE MASTER	SIX FLAGS SENIOR TRIP TICKETS	2,354.52
60204	05/18/2026	BMO CORPORATE MASTER	JHS ACTIVITY-ADAPTERS FOR	19.47

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			SPEAKER SYSTEMS	
60204	05/18/2026	BMO CORPORATE MASTER	JMS ACTIVITY-ITEMS FOR CONCESSIONS-SKITTLES, AIRHEADS, PARTY MIX BAGS	125.12
60204	05/18/2026	BMO CORPORATE MASTER	WALGREENS-HALL OF FAME PHOTOS	45.37
60204	05/18/2026	BMO CORPORATE MASTER	QR CODE CREATOR FOR JMS	186.96
60205	05/21/2026	BURCHARD, BRETT	FOOD FOR JMS BAND	827.45
60206	05/21/2026	GAME ONE	JERSEY REPLACEMENTS	159.98
60207	05/21/2026	ILLINOIS COLLEGE	IC SOCCOR FIELD RENTAL FOR GIRLS TEAM	300.00
60208	05/21/2026	ILLINOIS FFA	JMS FFA - MIDDLE SCHOOL CONFERENCE (7) STUDENTS (1) ADVISOR - Meghan Hadden	120.00
60209	05/21/2026	MOY, DOUG	REIMBURSEMENT FOR BOYS TENNIS PIZZA	96.81
60210	05/21/2026	SPARROW, LESLIE	ITEMS FOR RAINBOW REVOLTUION MEETING	24.86
60211	05/21/2026	THIES, VERONIKA	SOUTH 5TH GRADE AWARDS-DONUTS & DRINKS	20.20
60212	05/22/2026	ATHENS HIGH SCHOOL	SUMMER LEAGUE JHS BOYS BASKETBALL - WARRIOR BASKETBALL - JUNE 2ND, 4TH, 9TH, 11TH, 16TH, & 18TH 2026	320.00
60213	05/22/2026	DYER, MARK	REIMBURSEMENT FOR FFA COOKOUT SUPPLIES - END OF THE YEAR MEETING (WALMART)	120.35
60214	05/22/2026	ILLINOIS FFA (STATE	IL FFA STATE CONVENTION TICKETS	385.00
60215	05/22/2026	JHS CAFETERIA	JHS CAFE - TEACHER APPRECIATION LUNCH	618.00
60216	05/22/2026	JOSTENS INC	CUSTOMER 1036412 JACKSONVILLE HIGH SCHOOL DIPLOMAS	51.95
60217	05/22/2026	KOSS, MORGAN	REIMBURSEMENT FOR SUPPLIES FOR LOVE FEAST	295.18
60218	05/22/2026	PETERSON, DARIN	REIMBURSEMENT FOR GIFT CARD PRIZES - DOLLAR GENERAL	205.95
60218	05/28/2026	PETERSON, DARIN	REIMBURSEMENT FOR GIFT CARD PRIZES - DOLLAR GENERAL	-205.95
60219	05/22/2026	PRODUCTION XPRESS	GRADUATION PROGRAMS FOR 2026	1,858.00
60220	05/22/2026	RIGGS, LYNETTE	HYVEE OKTOBERFEST FOOD FOR GERMAN CLASS	29.62
60220	05/22/2026	RIGGS, LYNETTE	REIMBURSEMENT FOR T-SHIRTS & GIFTS FOR GAPP TRIP	200.00
60221	05/22/2026	ROCKET SOCCER	UNITY SOCCER TRIAD CAMP - DEPOSIT - JACKSONVILLE HIGH SCHOOL BOY'S SOCCER TEAM - JULY 17TH & 18TH	50.00
60222	05/22/2026	THRASHER, TIM	REIMBURSEMENT - JHS BOY'S TRACK - LUNCH (WALMART)	99.43
60223	05/27/2026	HUMMERT INTERNATIONA	Clay Trays	62.43
60224	05/27/2026	JHS CAFETERIA	JHS CAFE -5th Grade Pizza and Cookies	174.20
60225	05/28/2026	ALEXANDER, STEPHANIE	CHALK	21.87
60226	05/29/2026	CITY OF JACKSONVILLE	RECREATIONAL FACILITY LEASED FOR HOMECOMING	200.00
60226	05/29/2026	CITY OF JACKSONVILLE	STAY FOR THE FFA CHARTER TRIP	102.61

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
60226	05/29/2026	CITY OF JACKSONVILLE	STAY FOR THE FFA CHARTER TRIP	-102.61
60226	05/29/2026	CITY OF JACKSONVILLE	RECREATIONAL FACILITY LEASED FOR HOMECOMING	-200.00
60227	05/29/2026	JACKSONVILLE SCHOOL	NORTH PETTY CASH RETURN - FOR POPCORN - FIELD DAY	46.00
60228	05/29/2026	PETERSON, DARIN	REIMBURSEMENT FOR GIFT CARD PRIZES - DOLLAR GENERAL	105.95
60229	05/29/2026	CITY OF JACKSONVILLE	RECREATIONAL FACILITY LEASED FOR HOMECOMING	200.00
60230	05/29/2026	DYER, MARK	REIMBURSEMENT FOR FFA CHAPTER TRIP 1 NIGHTS STAY	102.61
60231	05/29/2026	BOB FREESEN YMCA	TENNIS COURT RENTAL - JHS SECTIONAL TOURNAMENT	100.00
60232	05/29/2026	COLLEGE BOARD	COLLEGE BOARD - JHS AP EXAMS	9,350.00
60233	05/29/2026	GAME ONE	JHS BOY'S BASKETBALL - CAMP T-SHIRTS	319.59
60234	05/29/2026	ILLINOIS COLLEGE	ILLINOIS COLLEGE MEN'S BASKETBALL - SUMMER LEAGUE BOY'S BBALL	660.00
60235	05/29/2026	MOY, DOUG	REIMBURSEMENT FOR MEALS - SECTIONAL	95.45
60236	05/29/2026	THRASHER,TIM (JHS)	REIMBURSEMENT - WHEEL REPLACEMENT FOR TRACK CART	34.52
			Totals for checks	43,636.94

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
99	ACTIVITY	0.00	419.43	43,217.51	43,636.94
*** Fund Summary Totals ***		0.00	419.43	43,217.51	43,636.94

********** End of report **********

LOC	Account Level Description	May 2025-26 Begin	May 2025-26 Recei	May 2025-26 Disbu	May 2025-26 Endin
850	ACTV ADMIN COURTESY LIAB	-63.85	0.00	0.00	-63.85
851	ACTV CO REFRESHMENTS	-478.13	0.00	0.00	-478.13
856	ACTV INTEREST LIAB	-1,792.53	36.22	0.00	-1,828.75
857	ACTV INT ON INVESTMENTS LIAB	-20,529.74	240.15	0.00	-20,769.89
859	ACTV SPEC ED TECH LIAB	-109.33	0.00	0.00	-109.33
860	ACTV TAP LIAB	-9,367.04	1,291.20	0.00	-10,658.24
866	ACTV GIFTED LIAB	-171.63	0.00	0.00	-171.63
867	ACTV EARLY YEARS LAIB	-2,551.89	953.26	0.00	-3,505.15
875	ACTV EISENHOWER SCH LIAB	-5,321.38	506.95	288.00	-5,540.33
881	ACTV LINCOLN SCHOOL LIAB	-5,357.83	306.00	274.00	-5,389.83
883	ACTV LINC ABE'S BOOKS LIAB	-51.88	0.00	0.00	-51.88
884	ACTV MURRAYVILLE LIAB	-11,912.18	201.97	124.69	-11,989.46
885	ACTV MURRAYVILLE LIAB	-4,087.08	0.00	0.00	-4,087.08
887	ACTV NORTH SCHOOL LIAB	-542.08	532.39	533.47	-541.00
890	ACTV SOUTH SCHOOL LIAB	-11,512.85	572.60	354.96	-11,730.49
894	ACTV WASHINGTON SCH LIAB	-6,095.32	0.00	174.20	-5,921.12
895	ACTIV MUSIC - ELEM	-41.12	0.00	0.00	-41.12
900	ACTV JHS ATH OTH LIAB	-23,012.78	1,577.37	722.96	-23,867.19
901	ACTV JHS BASEBALL LIAB	1,575.95	0.00	0.00	1,575.95
902	ACTV JHS J'ETTES LIAB	-17.07	0.00	0.00	-17.07
903	ACTV JHS CHEERLEADING LIAB	-3,284.88	0.00	686.91	-2,597.97
904	ACTV JHS CROSS CNTRY LIAB	-3,371.25	0.00	194.40	-3,176.85
905	ACTV JHS FCA LIAB	-3.14	0.00	0.00	-3.14
906	ACTV JHS FOOTBALL LIAB	-524.51	0.00	0.00	-524.51
907	ACTV JHS BOYS' BASKETBALL LIAB	-6,406.70	58.00	2,335.55	-4,129.15
908	ACTV JHS BB THNKSG TRNY LIAB	-13,281.08	0.00	0.00	-13,281.08
909	ACTV JHS GIRL'S BASKETBL LIAB	-7,073.76	0.00	320.00	-6,753.76
910	ACTV JHS GIRLS SOCCER LIAB	-13,242.35	1,245.11	4,382.78	-10,104.68
911	ACTV JHS GIRLS TENNIS LIAB	-1,551.49	120.00	0.00	-1,671.49
912	ACTV JHS GIRLS TRACK LIAB	-4,805.18	630.51	558.60	-4,877.09
913	ACTV JHS GOLF LIAB	-3,756.00	0.00	0.00	-3,756.00
914	ACTV JHS BOYS SOCCER LIAB	-41,932.44	0.00	1,129.39	-40,803.05
915	ACTV JHS SOFTBALL LIAB	-560.84	260.00	38.86	-781.98
916	ACTV JHS SWIM BOYS LIAB	-357.08	0.00	0.00	-357.08
917	ACTV JHS BOYS TENNIS LIAB	-1,175.90	120.00	182.71	-1,113.19
919	ACTV JHS BOYS TRACK LIAB	-4,034.00	250.00	99.43	-4,184.57
920	ACTV JHS VOLLEYBALL LIAB	-3,530.86	0.00	0.00	-3,530.86
921	ACTV JHS WARCUP MEM LIAB	-255.00	0.00	0.00	-255.00
922	ACTV JHS WRESTLING LIAB	-15,381.24	0.00	0.00	-15,381.24
923	JHS SWIMMING GIRLS	-1,568.88	0.00	0.00	-1,568.88
930	ACTV JHS ART CLUB LIAB	-560.85	0.00	0.00	-560.85
932	ACTV JHS CVE CLUB LIAB	-71.58	0.00	0.00	-71.58
934	ACTV JHS - CLASS OF 2020	-5,517.58	0.00	2,649.70	-2,867.88
935	ACTV JHS FFA LIAB	-30,498.32	2,757.55	1,637.08	-31,618.79
937	ACTV JHS GERMAN CLUB LIAB	-1,026.38	0.00	29.62	-996.76
938	JHS BAND UNIFORM ACCOUNT	-12,000.00	0.00	0.00	-12,000.00
939	ACTV JHS SCIENCE CLUB LIAB	-10,489.78	0.00	0.00	-10,489.78
940	ACTV JHS BAND LIAB	-1,263.77	0.00	376.80	-886.97
941	ACTV JHS CHOIR LIAB	-3,432.81	0.00	0.00	-3,432.81
942	ACTV JHS SCHOLASTIC BOWL LIAB	-174.96	0.00	0.00	-174.96
949	ACTV JHS CLASS OF 2019 LIAB	-402.30	0.00	0.00	-402.30
950	ACTV JHS CHILD CARE EXPR LIAB	-362.66	0.00	0.00	-362.66
951	ACTV JHS CRIMSON J LIAB	-309.66	0.00	0.00	-309.66
952	ACTV JHS CRIMSON TIMES LIAB	-999.51	0.00	0.00	-999.51
953	ACTV JHS DRAMA LIAB	-16,332.78	0.00	0.00	-16,332.78
954	ACTV JHS AG FARM LIAB	-47,372.35	0.00	899.54	-46,472.81
956	ACTV JHS GAPP LIAB	-2,752.62	0.00	2,600.00	-152.62

LOC	Account Level Description	May 2025-26 Begin	May 2025-26 Recei	May 2025-26 Disbu	May 2025-26 Endin
957	ACTV JHS N'TNL HONOR SOC LIAB	-1,149.47	0.00	280.79	-868.68
959	ACTV JHS REFRESHMENTS LIAB	-17,119.63	24,441.16	19,067.22	-22,493.57
960	ACTV JHS WELDING LIAB	-7,973.54	0.00	0.00	-7,973.54
961	ACTV JHS STDNT GOVERMENT LIAB	-952.75	200.00	1,018.00	-134.75
963	ACTC JHS BASS FISHING	-5,089.65	0.00	0.00	-5,089.65
975	ACTV JT BAND/CHORUS LIAB	-18,298.04	0.00	2,182.64	-16,115.40
976	ACTV JT CHEERLEADING LIAB	-426.48	2,795.70	0.00	-3,222.18
981	ACTV JT FUNDRAISING LIAB	-4,051.38	2,938.00	568.23	-6,421.15
982	ACTV JT LOUNGE LIAB	-179.56	0.00	0.00	-179.56
983	ACTV JT MEDIA CENTER LIAB	-53.84	0.00	0.00	-53.84
984	ACTV JT PEP CLUB LIAB	-9,952.58	531.55	341.17	-10,142.96
985	ACTV JT POM PON LIAB	-6,518.91	0.00	0.00	-6,518.91
986	ACTV JT FIELD TRIP LIAB	-2,071.97	0.00	0.00	-2,071.97
987	ACTV JT STUDENT COUNCIL LIAB	-6,932.84	217.00	0.00	-7,149.84
988	ACTV JT TOURNAMENT LIAB	-82,863.94	0.00	390.47	-82,473.47
989	ACTV JT YEARBOOK LIAB	-487.63	770.00	0.00	-1,257.63
990	ACTV JMS Baseball	-404.13	0.00	0.00	-404.13
991	ACTV JMS SOFTBALL	-2,646.67	0.00	0.00	-2,646.67
992	ACTV JMS THEATRE	-4,071.66	0.00	0.00	-4,071.66
993	ACT VETERENS DAY	-48.00	0.00	0.00	-48.00
994	ACT JMS FOOTBALL	-6,572.89	0.00	0.00	-6,572.89
995	RAINBOW REVOLUTION	-969.26	0.00	122.33	-846.93
996	JMS ASL	-51.86	0.00	0.00	-51.86
997	JMS FCA	-153.77	0.00	0.00	-153.77
---		-540,144.70	43,552.69	44,564.50	-539,132.89
Grand Liability Totals		-540,144.70	43,552.69	44,564.50	-539,132.89

Number of Accounts: 81

********** End of report **********

Account Number	FUNC	2025-26 Original Budget	May 2025-26 Month	2025-26 FYTD Acti	Unexpended Balanc
10E--- 1100 ---- -- ------	REGULAR EDUCATION	706,491.00	13,006.03	504,106.23	202,384.77
10E--- 1110 ---- -- ------	ELEMENTARY	7,332,430.00	584,396.19	6,338,572.90	993,857.10
10E--- 1120 ---- -- ------	JUNIOR HIGH	3,223,330.00	258,593.16	2,922,988.78	300,341.22
10E--- 1125 ---- -- ------	PRE-K PROGRAM	1,015,978.00	66,645.99	830,111.12	185,866.88
10E--- 1130 ---- -- ------	HIGH SCHOOL	3,838,994.00	295,804.59	3,429,287.48	409,706.52
10E--- 1200 ---- -- ------	SPECIAL EDUCATION	8,179,474.00	707,801.53	7,553,982.34	625,491.66
10E--- 1202 ---- -- ------	TRAINABLE MENTALLY HANDICAPPED	4,000.00	0.00	3,380.08	619.92
10E--- 1203 ---- -- ------	EDUCABLE MENTALLY HANDICAPPED	12,900.00	0.00	11,381.74	1,518.26
10E--- 1205 ---- -- ------	LEARNING DISABILITIES	2,650.00	0.00	1,620.73	1,029.27
10E--- 1207 ---- -- ------	HARD OF HEARING	1,095.00	0.00	1,095.00	0.00
10E--- 1208 ---- -- ------	DEAF	140,000.00	12,842.65	139,262.75	737.25
10E--- 1212 ---- -- ------	BEHAVIORAL/EMOTIONAL DISORDER	1,100.00	0.00	620.92	479.08
10E--- 1216 ---- -- ------	AUTISM	4,000.00	-186.25	3,517.30	482.70
10E--- 1220 ---- -- ------	CROSS CATEGORICAL	5,300.00	6,610.01	26,281.37	-20,981.37
10E--- 1250 ---- -- ------	TITLE I	1,005,132.00	66,093.56	835,232.50	169,899.50
10E--- 1400 ---- -- ------	VOCATIONAL PROGRAMS	90,235.00	7,131.82	81,274.58	8,960.42
10E--- 1401 ---- -- ------	AGRICULTURAL	1,450.00	974.22	9,630.10	-8,180.10
10E--- 1407 ---- -- ------	BUSINESS	277,711.00	23,327.46	253,049.40	24,661.60
10E--- 1421 ---- -- ------	HOME EC OCCUPATIONS	148,420.00	12,204.35	136,583.29	11,836.71
10E--- 1446 ---- -- ------	CONSTRUCTION TRADES	233,208.00	19,598.77	206,596.13	26,611.87
10E--- 1447 ---- -- ------	MECHANIC TRADES	64,451.00	6,333.95	55,928.40	8,522.60
10E--- 1500 ---- -- ------	INTERSCHOLASTIC PROGRAM	1,179,351.00	68,541.23	954,609.34	224,741.66
10E--- 1600 ---- -- ------	SUMMER SCHOOL PROGRAMS	1,200.00	0.00	782.31	417.69
10E--- 1650 ---- -- ------	GIFTED	63,888.00	5,949.24	60,363.74	3,524.26
10E--- 1700 ---- -- ------	DRIVER'S ED PROGRAM	78,668.00	6,806.37	68,595.48	10,072.52
10E--- 1800 ---- -- ------	BILINGUAL PROGRAMS	40,000.00	3,079.30	37,688.75	2,311.25
10E--- 1912 ---- -- ------	SP ED PRIV TUITION K-12	684,167.00	49,970.34	582,987.39	101,179.61
10E--- 2113 ---- -- ------	SOCIAL WORK	281,522.00	21,219.26	260,193.37	21,328.63
10E--- 2120 ---- -- ------	GUIDANCE SERVICE	908,112.00	70,247.24	816,996.17	91,115.83
10E--- 2130 ---- -- ------	HEALTH SERVICES	594,070.00	49,020.13	549,186.16	44,883.84
10E--- 2140 ---- -- ------	PSYCHOLOGICAL SERVICE	588,310.00	47,465.60	536,284.00	52,026.00
10E--- 2150 ---- -- ------	SPEECH PATHOLOGY & AUDIOLOGY	814,254.00	63,473.28	746,603.05	67,650.95
10E--- 2190 ---- -- ------	OTHER SUPPORT SERVICES	83,590.00	10,481.37	80,131.04	3,458.96
10E--- 2210 ---- -- ------	IMPROVEMENT OF INSTRUCTION SER	768,068.00	58,200.62	521,904.65	246,163.35
10E--- 2220 ---- -- ------	MEDIA SERVICE	216,857.00	17,324.08	193,098.35	23,758.65
10E--- 2225 ---- -- ------	COMPUTER INSTRUCTION	675,383.00	30,041.55	550,254.48	125,128.52
10E--- 2230 ---- -- ------	ASSESSMENT AND TESTING	162,771.00	0.00	144,610.01	18,160.99
10E--- 2310 ---- -- ------	BOARD OF EDUCATION SERVICE	241,947.00	2,725.07	211,749.37	30,197.63
10E--- 2320 ---- -- ------	SUPERINTENDENT OFFICE	282,098.00	23,577.87	259,077.80	23,020.20
10E--- 2330 ---- -- ------	SPECIAL AREA ADMIN SERV	405,220.00	29,579.46	361,898.42	43,321.58
10E--- 2363 ---- -- ------	UNEMP INSURANCE PAYMENTS	1,365.00	2,691.00	4,056.00	-2,691.00
10E--- 2365 ---- -- ------	RISK MGMT/CLAIMS SERVICE PAYME	0.00	0.00	1,703.00	-1,703.00
10E--- 2366 ---- -- ------	JUDGEMENT OR SETTLEMENT	8,500.00	0.00	8,705.28	-205.28
10E--- 2410 ---- -- ------	PRINCIPAL OFFICE	2,537,160.00	204,406.53	2,301,487.38	235,672.62
10E--- 2510 ---- -- ------	DIRECTOR OF BUSINESS	137,076.00	10,977.00	125,999.73	11,076.27
10E--- 2520 ---- -- ------	FISCAL SERVICES	346,926.00	19,627.64	314,533.70	32,392.30
10E--- 2540 ---- -- ------	OPERATION & MAINTENANCE	116,979.00	7,455.16	136,309.60	-19,330.60
10E--- 2550 ---- -- ------	TRANSPORTATION SERVICE	7,744.00	0.00	5,116.46	2,627.54
10E--- 2560 ---- -- ------	FOOD SERVICE	1,690,984.00	68,095.85	1,565,864.24	125,119.76
10E--- 2561 ---- -- ------	DIRECTOR OF FOOD SERVICE	105,342.00	8,807.38	96,485.72	8,856.28
10E--- 2563 ---- -- ------	FOOD DELIVERY SERVICE	5,500.00	0.00	5,601.15	-101.15
10E--- 2574 ---- -- ------	COPY SERVICE	1,500.00	0.00	1,417.76	82.24
10E--- 2610 ---- -- ------	CENTRAL SUPPORT SERVICES	200,766.00	16,794.05	183,971.87	16,794.13
10E--- 2640 ---- -- ------	HUMAN RESOURCE	296,276.00	21,576.86	255,269.99	41,006.01
10E--- 3000 ---- -- ------	COMMUNITY SERVICES	4,313.00	0.00	8,057.00	-3,744.00
10E--- 3300 ---- -- ------	CIVIC SERVICES	10,999.00	0.00	0.00	10,999.00
10E--- 3700 ---- -- ------	NONPUBLIC SCHOOL PUPILS SERV	143,422.00	8,489.21	118,154.57	25,267.43

Account Number	FUNC	2025-26 Original Budget	May 2025-26 Month	2025-26 FYTD Acti	Unexpended Balanc
10E--- 3800 ---- -- ------	HOME/SCHOOL SERVICE	602,671.00	42,019.40	579,173.82	23,497.18
10E--- 4120 ---- -- ------	PAY FOR SPEC ED PROGRAMS	770,684.00	-21,733.55	1,007,824.00	-237,140.00
10E--- 4170 ---- -- ------	COMMUNITY COLLEGE	14,000.00	0.00	12,150.50	1,849.50
10E--- 4190 ---- -- ------	PAY TO OTH GOVT UNITS	0.00	0.00	0.00	0.00
10E--- 4220 ---- -- ------	SP ED TUITION IN STATE GOV	867,551.00	26,899.55	869,024.25	-1,473.25
10E--- 8410 ---- -- ------	GASB 87	0.00	0.00	84,811.00	-84,811.00
10E--- 8510 ---- -- ------	GASB 87 INTEREST	0.00	0.00	7,973.00	-7,973.00
1----- ---- ---- -- ------	EDUCATION	42,227,583.00	3,054,986.12	37,975,207.04	4,252,375.96
20E--- 2530 ---- -- ------	FACILITY ACQUISTION & CONST	450,000.00	0.00	1,000.00	449,000.00
20E--- 2533 ---- -- ------	ARCHITECTURE DEVELOPEMENT	5,000.00	0.00	1,315.00	3,685.00
20E--- 2535 ---- -- ------	BUILD ACQUISTION	1,300.00	506.00	1,210.00	90.00
20E--- 2540 ---- -- ------	OPERATION & MAINTENANCE	4,851,664.00	299,984.69	4,239,300.03	612,363.97
20E--- 2541 ---- -- ------	MAINTENANCE DIRECTOR	112,262.00	9,283.46	102,185.45	10,076.55
2----- ---- ---- -- ------	OPERATIONS & MAINTENANCE	5,420,226.00	309,774.15	4,345,010.48	1,075,215.52
30E--- 5200 ---- -- ------	DEBT SERVICE - INTEREST	2,040,244.00	982,426.25	2,048,217.38	-7,973.38
30E--- 5300 ---- -- ------	DEBT SERVICE - PRINIPAL	3,629,811.00	0.00	3,629,811.00	0.00
30E--- 5400 ---- -- ------	BOND FEE EXPENSE	205,599.00	1,000.00	206,598.51	-999.51
30E--- 7040 ---- -- ------		150,000.00	0.00	0.00	150,000.00
3----- ---- ---- -- ------	DEBT SERVICE	6,025,654.00	983,426.25	5,884,626.89	141,027.11
40E--- 1200 ---- -- ------	SPECIAL EDUCATION	100,000.00	0.00	0.00	100,000.00
40E--- 2550 ---- -- ------	TRANSPORTATION SERVICE	2,304,366.00	220,789.99	2,194,860.07	109,505.93
40E--- 2551 ---- -- ------	DIRECTOR OF TRANSPORTATION	101,235.00	8,439.44	92,795.24	8,439.76
4----- ---- ---- -- ------	TRANSPORTATION	2,505,601.00	229,229.43	2,287,655.31	217,945.69
50E--- 1100 ---- -- ------	REGULAR EDUCATION	4,139.00	270.93	6,849.66	-2,710.66
50E--- 1110 ---- -- ------	ELEMENTARY	87,354.00	8,118.70	85,736.51	1,617.49
50E--- 1120 ---- -- ------	JUNIOR HIGH	37,900.00	2,964.75	32,441.10	5,458.90
50E--- 1125 ---- -- ------	PRE-K PROGRAM	38,772.00	1,344.88	32,222.06	6,549.94
50E--- 1130 ---- -- ------	HIGH SCHOOL	44,211.00	3,878.79	43,626.76	584.24
50E--- 1200 ---- -- ------	SPECIAL EDUCATION	488,163.00	44,643.70	445,366.71	42,796.29
50E--- 1205 ---- -- ------	LEARNING DISABILITIES	50.00	0.00	0.00	50.00
50E--- 1250 ---- -- ------	TITLE I	8,579.00	678.92	7,557.79	1,021.21
50E--- 1400 ---- -- ------	VOCATIONAL PROGRAMS	4,324.00	288.71	3,235.23	1,088.77
50E--- 1401 ---- -- ------	AGRICULTURAL	150.00	73.54	661.86	-511.86
50E--- 1407 ---- -- ------	BUSINESS	3,400.00	261.57	2,857.85	542.15
50E--- 1421 ---- -- ------	HOME EC OCCUPATIONS	1,800.00	148.44	1,587.31	212.69
50E--- 1446 ---- -- ------	CONSTRUCTION TRADES	2,800.00	217.65	2,367.82	432.18
50E--- 1447 ---- -- ------	MECHANIC TRADES	300.00	56.34	507.26	-207.26
50E--- 1500 ---- -- ------	INTERSCHOLASTIC PROGRAM	34,236.00	2,720.74	31,278.33	2,957.67
50E--- 1650 ---- -- ------	GIFTED	0.00	63.37	640.99	-640.99
50E--- 1700 ---- -- ------	DRIVER'S ED PROGRAM	1,300.00	78.47	797.28	502.72
50E--- 2113 ---- -- ------	SOCIAL WORK	4,500.00	245.88	2,982.10	1,517.90
50E--- 2120 ---- -- ------	GUIDANCE SERVICE	21,364.00	1,254.26	14,286.09	7,077.91
50E--- 2130 ---- -- ------	HEALTH SERVICES	78,379.00	5,450.62	62,011.19	16,367.81
50E--- 2140 ---- -- ------	PSYCHOLOGICAL SERVICE	6,050.00	570.24	6,200.04	-150.04
50E--- 2150 ---- -- ------	SPEECH PATHOLOGY & AUDIOLOGY	10,000.00	702.15	8,206.97	1,793.03
50E--- 2190 ---- -- ------	OTHER SUPPORT SERVICES	9,145.00	898.21	7,095.52	2,049.48
50E--- 2210 ---- -- ------	IMPROVEMENT OF INSTRUCTION SER	23,122.00	1,785.55	19,705.94	3,416.06
50E--- 2220 ---- -- ------	MEDIA SERVICE	18,344.00	1,257.69	12,858.47	5,485.53
50E--- 2225 ---- -- ------	COMPUTER INSTRUCTION	53,284.00	3,985.02	44,060.41	9,223.59
50E--- 2310 ---- -- ------	BOARD OF EDUCATION SERVICE	3,528.00	283.96	3,079.14	448.86
50E--- 2320 ---- -- ------	SUPERINTENDENT OFFICE	3,000.00	284.88	3,127.32	-127.32
50E--- 2330 ---- -- ------	SPECIAL AREA ADMIN SERV	10,642.00	420.98	4,641.95	6,000.05
50E--- 2410 ---- -- ------	PRINCIPAL OFFICE	119,360.00	7,674.44	83,741.19	35,618.81
50E--- 2510 ---- -- ------	DIRECTOR OF BUSINESS	1,500.00	107.94	1,277.30	222.70
50E--- 2520 ---- -- ------	FISCAL SERVICES	26,198.00	1,612.38	18,774.34	7,423.66
50E--- 2535 ---- -- ------	BUILD ACQUISTION	400.00	38.71	92.58	307.42
50E--- 2540 ---- -- ------	OPERATION & MAINTENANCE	341,325.00	25,243.12	307,477.56	33,847.44

Account Number	FUNC	2025-26 Original Budget	May 2025-26 Month	2025-26 FYTD Acti	Unexpended Balanc
50E--- 2541 ---- -- ------	MAINTENANCE DIRECTOR	13,586.00	1,024.18	12,305.74	1,280.26
50E--- 2550 ---- -- ------	TRANSPORTATION SERVICE	209,005.00	17,619.94	174,928.35	34,076.65
50E--- 2551 ---- -- ------	DIRECTOR OF TRANSPORTATION	14,078.00	1,062.94	11,753.78	2,324.22
50E--- 2560 ---- -- ------	FOOD SERVICE	82,628.00	5,834.63	68,525.69	14,102.31
50E--- 2561 ---- -- ------	DIRECTOR OF FOOD SERVICE	14,401.00	1,111.10	12,245.64	2,155.36
50E--- 2610 ---- -- ------	CENTRAL SUPPORT SERVICES	2,500.00	198.98	2,184.92	315.08
50E--- 2640 ---- -- ------	HUMAN RESOURCE	35,128.00	2,571.00	30,389.75	4,738.25
50E--- 3700 ---- -- ------	NONPUBLIC SCHOOL PUPILS SERV	1,575.00	98.88	1,064.54	510.46
50E--- 3800 ---- -- ------	HOME/SCHOOL SERVICE	66,089.00	4,069.67	54,448.39	11,640.61
5----- ---- ---- -- ------	MUNICIPAL RETIREMENT	1,926,609.00	151,216.85	1,665,199.43	261,409.57
60E--- 2535 ---- -- ------	BUILD ACQUISTION	8,036,111.00	543,936.52	2,430,321.41	5,605,789.59
60E--- 2540 ---- -- ------	OPERATION & MAINTENANCE	244,190.00	0.00	244,189.84	0.16
6----- ---- ---- -- ------	CAPITAL PROJECT	8,280,301.00	543,936.52	2,674,511.25	5,605,789.75
80E--- 2365 ---- -- ------	RISK MGMT/CLAIMS SERVICE PAYME	45,431.00	0.00	84,343.00	-38,912.00
80E--- 2540 ---- -- ------	OPERATION & MAINTENANCE	401,920.00	0.00	265,382.00	136,538.00
80E--- 2900 ---- -- ------	OTHER SUPPORT SERVICES	594,148.00	0.00	512,862.00	81,286.00
8----- ---- ---- -- ------	TORT	1,041,499.00	0.00	862,587.00	178,912.00
90E--- 2540 ---- -- ------	OPERATION & MAINTENANCE	390,000.00	0.00	380,653.53	9,346.47
9----- ---- ---- -- ------	FIRE PREVENTION & SAFETY	390,000.00	0.00	380,653.53	9,346.47

Number of Accounts: 2387

********** End of report **********

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ISDINT	MAY INTEREST	2025-2026	05/31/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2026	0.00	5,395.17
		MAY INTEREST					
2		MAY INTEREST	30R300 1510 0000 00 000000		05/31/2026	0.00	189.50
		MAY INTEREST					
3		MAY INTEREST	50R300 1510 0000 00 000000		05/31/2026	0.00	556.89
		MAY INTEREST					
4		MAY INTEREST	99R857 0000 0000 00 000000		05/31/2026	0.00	109.09
		MAY INTEREST					
5		MAY INTEREST	10A300 1210 0000 00 000000		05/31/2026	5,395.17	0.00
		MAY INTEREST					
6		MAY INTEREST	30A300 1211 0000 00 000000		05/31/2026	189.50	0.00
		MAY INTEREST					
7		MAY INTEREST	50A300 1210 0000 00 000000		05/31/2026	556.89	0.00
		MAY INTEREST					
8		MAY INTEREST	99A300 1210 0000 00 000000		05/31/2026	109.09	0.00
		MAY INTEREST					
9		MAY INTEREST	60R300 1510 0000 00 000000		05/31/2026	0.00	23,621.63
		MAY INTEREST					
10		MAY INTEREST	60A300 1211 0000 00 000000		05/31/2026	23,621.63	0.00
		MAY INTEREST					
					TOTALS	29,872.28	29,872.28

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06INSINT	MAY INTEREST	2025-2026	05/31/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2026	0.00	6.33
		MAY INTEREST					
2		MAY INTEREST	10A304 1120 0000 00 000000		05/31/2026	6.33	0.00
		MAY INTEREST					
					TOTALS	6.33	6.33

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ILINT	MAY INTEREST	2025-2026	05/31/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2026	0.00	57,460.20
		MAY INTEREST					

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ILINT	MAY INTEREST	2025-2026	05/31/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
2		MAY INTEREST	20R300 1510 0000 00 000000		05/31/2026	0.00	8,919.32
		MAY INTEREST					
3		MAY INTEREST	40R300 1510 0000 00 000000		05/31/2026	0.00	6,496.53
		MAY INTEREST					
4		MAY INTEREST	50R300 1510 0000 00 000000		05/31/2026	0.00	622.53
		MAY INTEREST					
5		MAY INTEREST	60R300 1510 0000 00 000000		05/31/2026	0.00	277.55
		MAY INTEREST					
6		MAY INTEREST	70R300 1510 0000 00 000000		05/31/2026	0.00	3,135.93
		MAY INTEREST					
7		MAY INTEREST	80R380 1510 0000 00 000000		05/31/2026	0.00	1,584.85
		MAY INTEREST					
8		MAY INTEREST	90R300 1510 0000 00 000000		05/31/2026	0.00	17.23
		MAY INTEREST					
9		MAY INTEREST	10A302 1120 0000 00 000000		05/31/2026	57,460.20	0.00
		MAY INTEREST					
10		MAY INTEREST	20A302 1120 0000 00 000000		05/31/2026	8,919.32	0.00
		MAY INTEREST					
11		MAY INTEREST	40A302 1120 0000 00 000000		05/31/2026	6,496.53	0.00
		MAY INTEREST					
12		MAY INTEREST	50A302 1120 0000 00 000000		05/31/2026	622.53	0.00
		MAY INTEREST					
13		MAY INTEREST	60A302 1120 0000 00 000000		05/31/2026	277.55	0.00
		MAY INTEREST					
14		MAY INTEREST	70A302 1120 0000 00 000000		05/31/2026	3,135.93	0.00
		MAY INTEREST					
15		MAY INTEREST	80A302 1120 0000 00 000000		05/31/2026	1,584.85	0.00
		MAY INTEREST					
16		MAY INTEREST	90A302 1120 0000 00 000000		05/31/2026	17.23	0.00
		MAY INTEREST					
					TOTALS	78,514.14	78,514.14

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06IITINT	MAY INTEREST	2025-2026	05/31/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2026	0.00	23,654.51
		MAY INTEREST					
2		MAY INTEREST	40R300 1510 0000 00 000000		05/31/2026	0.00	1,540.08
		MAY INTEREST					
3		MAY INTEREST	70R300 1510 0000 00 000000		05/31/2026	0.00	6,160.87
		MAY INTEREST					
4		MAY INTEREST	99R857 0000 0000 00 000000		05/31/2026	0.00	131.06
		MAY INTEREST					
5		MAY INTEREST	10A303 1210 0000 00 000000		05/31/2026	23,654.51	0.00
		MAY INTEREST					
6		MAY INTEREST	40A303 1210 0000 00 000000		05/31/2026	1,540.08	0.00
		MAY INTEREST					
7		MAY INTEREST	70A303 1210 0000 00 000000		05/31/2026	6,160.87	0.00
		MAY INTEREST					
8		MAY INTEREST	99A303 1210 0000 00 000000		05/31/2026	131.06	0.00
		MAY INTEREST					
					TOTALS	31,486.52	31,486.52

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06GENINT	MAY INTEREST	2025-2026	05/31/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	10R300 1510 0000 00 000000		05/31/2026	0.00	333.57
		MAY INTEREST					
2		MAY INTEREST	20R300 1510 0000 00 000000		05/31/2026	0.00	77.21
		MAY INTEREST					
3		MAY INTEREST	30R300 1510 0000 00 000000		05/31/2026	0.00	110.44
		MAY INTEREST					
4		MAY INTEREST	40R300 1510 0000 00 000000		05/31/2026	0.00	35.67
		MAY INTEREST					
5		MAY INTEREST	50R300 1510 0000 00 000000		05/31/2026	0.00	14.20
		MAY INTEREST					
6		MAY INTEREST	60R300 1510 0000 00 000000		05/31/2026	0.00	6.07
		MAY INTEREST					
7		MAY INTEREST	70R300 1510 0000 00 000000		05/31/2026	0.00	41.20
		MAY INTEREST					
8		MAY INTEREST	80R380 1510 0000 00 000000		05/31/2026	0.00	57.00
		MAY INTEREST					

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06GENINT	MAY INTEREST	2025-2026	05/31/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
9		MAY INTEREST	90R300 1510 0000 00 000000		05/31/2026	0.00	0.89
		MAY INTEREST					
10		MAY INTEREST	10A301 1120 0000 00 000000		05/31/2026	333.57	0.00
		MAY INTEREST					
11		MAY INTEREST	20A301 1120 0000 00 000000		05/31/2026	77.21	0.00
		MAY INTEREST					
12		MAY INTEREST	30A301 1120 0000 00 000000		05/31/2026	110.44	0.00
		MAY INTEREST					
13		MAY INTEREST	40A301 1120 0000 00 000000		05/31/2026	35.67	0.00
		MAY INTEREST					
14		MAY INTEREST	50A301 1120 0000 00 000000		05/31/2026	14.20	0.00
		MAY INTEREST					
15		MAY INTEREST	60A301 1120 0000 00 000000		05/31/2026	6.07	0.00
		MAY INTEREST					
16		MAY INTEREST	70A301 1120 0000 00 000000		05/31/2026	41.20	0.00
		MAY INTEREST					
17		MAY INTEREST	80A301 1120 0000 00 000000		05/31/2026	57.00	0.00
		MAY INTEREST					
18		MAY INTEREST	90A301 1120 0000 00 000000		05/31/2026	0.89	0.00
		MAY INTEREST					
					TOTALS	676.25	676.25

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06ACTINT	MAY INTEREST	2025-2026	05/31/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MAY INTEREST	99R856 0000 0000 00 000000		05/31/2026	0.00	36.22
		MAY INTEREST					
2		MAY INTEREST	99A000 1120 0000 00 000000		05/31/2026	36.22	0.00
		MAY INTEREST					
					TOTALS	36.22	36.22

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05BUSRPR	TRANSFER BUS REPAIRS TO DEPRECIATION	2025-2026	05/28/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		REPAIR BUS #2-OVER $2,500 NEEDS TO BE DEPRECIATED ON TRANS CLAIM TRANSFER BUS REPAIRS TO DEPRECIATION	40E345 2550 4100 00 000000		05/28/2026	0.00	2,556.60
2		REPAIR BUS #8. OVER $2,500 NEEDS TO BE DEPRECIATED FOR TRANS CLAIM REPAIR FOR BUS 8	40E345 2550 4100 00 000000		05/28/2026	0.00	4,724.64
3		REPAIR BUS #2. OVER $2,500 NEEDS TO BE DEPRECIATED FOR TRANS CLAIM REPAIR BUS #2	40E345 2550 5510 00 000000		05/28/2026	2,556.60	0.00
4		REPAIR BUS #8-OVER $2,500 NEEDS TO BE DEPRECIATED FOR TRANS CLAIM	40E345 2550 5510 00 000000		05/28/2026	4,724.64	0.00
					TOTALS	7,281.24	7,281.24

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05BUSLN	MISPLACED EXPENSE-NEEDS TO BE FD 40	2025-2026	05/28/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MISPLACED IN FD 20. NEEDS TO BE FD 40 SO CAN BE PLACED ON TRANSPORTATION CLAIM MISPLACED EXPENSE-NEEDS TO BE FD 40	20E100 2540 5300 00 000000		05/28/2026	0.00	42,000.00
2		MISPLACED IN FD 20. NEEDS TO BE FD 40 SO IT CAN BE CLAIMED ON THE TRANSPORTATION CLAIM MISPLACED EXPENSE-NEEDS TO BE FD 40	40E345 2550 5510 00 000000		05/28/2026	42,000.00	0.00
3		CORRECT MISPLACED EXPENSE MISPLACED EXPENSE-NEEDS TO BE FD 40	20A301 1120 0000 00 000000		05/28/2026	42,000.00	0.00
4		CORRECT MISPLACED EXPENSE MISPLACED EXPENSE-NEEDS TO BE FD 40	40A301 1120 0000 00 000000		05/28/2026	0.00	42,000.00
					TOTALS	84,000.00	84,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
06JBFAIR	CODED TO WRONG ACCOUNT	2025-2026	05/27/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CODED TO WRONG ACCOUNT CODED TO WRONG ACCOUNT	10E625 2640 6400 00 260000		05/27/2026	0.00	350.00
2		CODED TO WRONG ACCOUNT CODED TO WRONG ACCOUNT	10E320 2640 3140 00 000000		05/27/2026	350.00	0.00
					TOTALS	350.00	350.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05BDTRAN	BD TRAN FD 60 2026 BD TO US BANK FD 60	2025-2026	05/18/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TRANSFER 543,936.52. BD TRAN FD 60 2026 BD TO US BANK FD 60	60A301 1120 0000 00 000000		05/18/2026	543,936.52	0.00
2		TRANSFER 543,936.52 BD TRAN FD 60 2026 BD TO US BANK FD 60	60A300 1211 0000 00 000000		05/18/2026	0.00	543,936.52
					TOTALS	543,936.52	543,936.52

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05ILTRAN	IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20	2025-2026	05/13/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20 IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20	10A302 1120 0000 00 000000		05/13/2026	0.00	4,000,000.00
2		IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20 IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20	10A301 1120 0000 00 000000		05/13/2026	4,000,000.00	0.00
3		IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20 IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20	20A302 1120 0000 00 000000		05/13/2026	0.00	500,000.00
4		IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20 IL FD 10 AND 20 TRAN TO US BANK FD 10 AND 20	20A301 1120 0000 00 000000		05/13/2026	500,000.00	0.00
					TOTALS	4,500,000.00	4,500,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05EYSPED	MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	2025-2026	05/07/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE L. DAVIS FROM EY GR TO SPED BUDEGET MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	50E550 1125 2120 00 260000		05/07/2026	0.00	955.96
2		MOVE L. DAVIS FROM EY GR TO SPED BUDEGET MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	50E550 1125 2130 00 260000		05/07/2026	0.00	802.53
3		MOVE L. DAVIS FROM EY GR TO SPED BUDEGET MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	50E550 1125 2140 00 260000		05/07/2026	0.00	187.66
4		MOVE L. DAVIS FROM EY GR TO SPED BUDEGET MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	10E550 1125 1110 00 260000		05/07/2026	0.00	12,943.80
5		MOVE L. DAVIS FROM EY GR TO SPED BUDEGET MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	50E400 1200 2120 00 000000		05/07/2026	955.96	0.00
6		MOVE L. DAVIS FROM EY GR TO SPED BUDEGET MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	50E400 1200 2130 00 000000		05/07/2026	802.53	0.00
7		MOVE L. DAVIS FROM EY GR TO SPED BUDEGET MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	50E400 1200 2140 00 000000		05/07/2026	187.66	0.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05EYSPED	MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	2025-2026	05/07/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED							
8		MOVE L. DAVIS FROM EY GR TO SPED BUDEGET MOVE SPED 1 TO 1 FROM EY GRANT TO SPED BUDGET	10E400 1200 1110 00 000000		05/07/2026	12,943.80	0.00
				TOTALS		14,889.95	14,889.95

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05PDGEN	MOVE IDEA PD TO GEN BUDGET	2025-2026	05/04/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		OVER SPENT IN PD BY $21,733.55. MOVE IDEA PD TO GEN BUDGET	10E756 4120 3330 00 260000		05/04/2026	0.00	21,733.55
2		OVER SPENT IN GRANT FOR PD BY 21,733.55 MOVE IDEA PD TO GEN BUDGET	10E400 4220 6702 00 000000		05/04/2026	21,733.55	0.00
				TOTALS		21,733.55	21,733.55

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
05EYGEN	MOVE EXPENSES FROM GRANT TO GENERAL BUDGET	2025-2026	05/01/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MOVE TO GEN BUDGET MOVE EXPENSES FROM GRANT TO GENERAL BUDGET	10E551 2330 3140 00 260000		05/01/2026	0.00	2,000.00
2		MOVE TO GEN BUDGET MOVE EXPENSES FROM GRANT TO GENERAL BUDGET	10E551 2330 4100 00 260000		05/01/2026	0.00	2,000.00
3		MOVE FROM GRANT MOVE EXPENSES FROM GRANT TO GENERAL BUDGET	10E010 1125 3230 00 000000		05/01/2026	2,000.00	0.00
4		MOVE FROM GRANT MOVE EXPENSES FROM GRANT TO GENERAL BUDGET	10E010 1125 4100 00 000000		05/01/2026	2,000.00	0.00
				TOTALS		4,000.00	4,000.00

********** End of report **********

Account Number	FUNC	2025-26 Original Budget	May 2025-26 Month	2025-26 FYTD Acti	2025-26 Unexpende
10R--- 1110 ---- -- ------	EDUCATION LEVY	17,134,176.00	0.00	17,134,646.07	-470.07
10R--- 1125 ---- -- ------		0.00	0.00	1,710.00	-1,710.00
10R--- 1142 ---- -- ------	SP ED PRIOR YEARS LEVY	160,675.00	0.00	160,688.06	-13.06
10R--- 1230 ---- -- ------	CORP PERS PROP REPLACE TAX	2,418,246.00	560,388.22	2,418,246.43	-0.43
10R--- 1342 ---- -- ------	SPECIAL ED TUITION	19,127.00	0.00	0.00	19,127.00
10R--- 1510 ---- -- ------	INTEREST	1,200,000.00	86,849.78	1,138,915.79	61,084.21
10R--- 1511 ---- -- ------	INTEREST RE TAX	469.00	0.00	468.73	0.27
10R--- 1600 ---- -- ------	PRE-PAID MEALS	313,249.00	28,766.21	285,261.83	27,987.17
10R--- 1690 ---- -- ------	OTHER CAFETERIAL REVENUE	31,903.00	2,041.88	33,945.25	-2,042.25
10R--- 1711 ---- -- ------	ATHLETIC ADMISS	64,169.00	0.00	64,168.81	0.19
10R--- 1720 ---- -- ------	ACTIVITY FEES	20,769.00	3,920.85	24,689.94	-3,920.94
10R--- 1721 ---- -- ------	TECH FEE	15,008.00	4,070.03	16,735.55	-1,727.55
10R--- 1722 ---- -- ------	AGENDA	380.00	105.26	521.93	-141.93
10R--- 1723 ---- -- ------	BUBBLEOPE	6.00	0.00	6.00	0.00
10R--- 1724 ---- -- ------	ID CARD	15.00	10.12	30.12	-15.12
10R--- 1790 ---- -- ------	RESALE	1,054.00	0.00	1,053.59	0.41
10R--- 1791 ---- -- ------	YEARBOOK	6,540.00	2,239.50	8,728.39	-2,188.39
10R--- 1811 ---- -- ------	TEXTBOOK FEES	61,315.00	18,823.48	69,383.26	-8,068.26
10R--- 1970 ---- -- ------	DRIVER ED FEES	25,243.00	2,560.00	20,888.66	4,354.34
10R--- 1990 ---- -- ------	OTHER	9,043.00	0.00	5,487.27	3,555.73
10R--- 1999 ---- -- ------	MISC REVENUE	22,794.00	-21,174.72	2,878.65	19,915.35
10R--- 3001 ---- -- ------	GENERAL STATE AID	10,290,613.00	935,510.00	9,402,635.00	887,978.00
10R--- 3100 ---- -- ------	SP ED PRIV FAC	250,000.00	0.00	205,920.58	44,079.42
10R--- 3120 ---- -- ------	SP ED ORPHANS	90,000.00	0.00	84,885.41	5,114.59
10R--- 3220 ---- -- ------	AG SUPPLIMENT	40,000.00	0.00	0.00	40,000.00
10R--- 3235 ---- -- ------	Ag Grant	16,334.00	0.00	16,061.00	273.00
10R--- 3360 ---- -- ------	STATE FREE LUNCH/BRKFST	14,515.00	1,981.68	16,496.67	-1,981.67
10R--- 3370 ---- -- ------	DRIVER ED REIMBURSEMENT	32,869.00	0.00	30,504.57	2,364.43
10R--- 3705 ---- -- ------	EARLY CHILD	2,046,287.00	146,164.00	1,598,107.00	448,180.00
10R--- 3999 ---- -- ------	STATE OTHER RESTRICTED	316,670.00	2,545.00	248,109.00	68,561.00
10R--- 4108 ---- -- ------	TITLE IV-A SSAE	82,756.00	0.00	0.00	82,756.00
10R--- 4210 ---- -- ------	FEDERAL LUNCH	1,245,218.00	278,731.55	1,158,989.93	86,228.07
10R--- 4220 ---- -- ------	FEDERAL BREAKFAST	386,161.00	93,496.74	407,520.24	-21,359.24
10R--- 4240 ---- -- ------	FRESH FRUIT	30,288.00	0.00	30,288.20	-0.20
10R--- 4300 ---- -- ------	TITLE I	1,006,405.00	0.00	1,011,827.00	-5,422.00
10R--- 4331 ---- -- ------	TITLE I - SCHL IMPROVE & ACC	240,507.00	0.00	384,387.00	-143,880.00
10R--- 4400 ---- -- ------	TITLE IV	0.00	0.00	53,716.00	-53,716.00
10R--- 4600 ---- -- ------	IDEA PRESCHOOL	40,166.00	0.00	38,557.00	1,609.00
10R--- 4620 ---- -- ------	EHA FLOW THROUGH	1,061,960.00	0.00	1,044,934.00	17,026.00
10R--- 4770 ---- -- ------	PERKINS	27,925.00	0.00	0.00	27,925.00
10R--- 4932 ---- -- ------	TITLE II	172,429.00	0.00	108,110.00	64,319.00
10R--- 4950 ---- -- ------	DORS	33,673.00	10,425.00	26,950.00	6,723.00
10R--- 4991 ---- -- ------	MEDICAID OUTREACH	140,000.00	85,269.67	183,148.91	-43,148.91
10R--- 4992 ---- -- ------	MEDICAID FEE-FOR-SERVICE	131,832.00	74,878.45	154,473.17	-22,641.17
10R--- 7990 ---- -- ------	TRANS FROM TORT	130,776.00	0.00	130,776.00	0.00
1----- ---- ---- -- ------	EDUCATION	39,331,565.00	2,317,602.70	37,724,851.01	1,606,713.99
20R--- 1111 ---- -- ------	OPERATIONS & MAINTENANCE LEVY	3,338,883.00	0.00	3,338,976.01	-93.01
20R--- 1510 ---- -- ------	INTEREST	100,000.00	8,996.53	109,764.52	-9,764.52
20R--- 1511 ---- -- ------	INTEREST RE TAX	93.00	0.00	93.19	-0.19
20R--- 1790 ---- -- ------	RESALE	10,068.00	711.05	5,155.79	4,912.21
20R--- 1910 ---- -- ------	FACILITY RENTAL	23,914.00	4,486.00	23,526.00	388.00
20R--- 1999 ---- -- ------	MISC REVENUE	4,836.00	0.00	5,317.96	-481.96
20R--- 3001 ---- -- ------	GENERAL STATE AID	1,368,355.00	165,090.00	1,155,630.00	212,725.00
2----- ---- ---- -- ------	OPERATIONS & MAINTENANCE	4,846,149.00	179,283.58	4,638,463.47	207,685.53
30R--- 1510 ---- -- ------	INTEREST	3,700.00	299.94	4,017.64	-317.64
30R--- 1983 ---- -- ------	SCHOOL FAC OCCUPATION TAX PROC	3,427,193.00	309,011.21	3,378,209.80	48,983.20
30R--- 7210 ---- -- ------	Principal on Bonds Sold	724,953.00	0.00	724,953.22	-0.22

Account Number	FUNC	2025-26 Original Budget	May 2025-26 Month	2025-26 FYTD Acti	2025-26 Unexpende
30R--- 7400 ---- -- ------		84,811.00	0.00	84,811.00	0.00
30R--- 7500 ---- -- ------		7,973.00	0.00	7,973.00	0.00
3----- ---- ---- -- ------	DEBT SERVICE	4,248,630.00	309,311.15	4,199,964.66	48,665.34
40R--- 1113 ---- -- ------	TRANSPORTATION LEVY	1,488,482.00	0.00	1,488,482.17	-0.17
40R--- 1443 ---- -- ------	SP ED TRANS OTHER SOURCES	0.00	0.00	2,671.68	-2,671.68
40R--- 1510 ---- -- ------	INTEREST	90,000.00	8,072.28	94,951.63	-4,951.63
40R--- 1511 ---- -- ------	INTEREST RE TAX	43.00	0.00	42.82	0.18
40R--- 1999 ---- -- ------	MISC REVENUE	297.00	0.00	297.00	0.00
40R--- 3500 ---- -- ------	STATE REG TRANSPORTATION	226,557.00	0.00	170,246.42	56,310.58
40R--- 3510 ---- -- ------	STATE SP ED TRANSPORTATION	523,310.00	0.00	394,921.79	128,388.21
4----- ---- ---- -- ------	TRANSPORTATION	2,328,689.00	8,072.28	2,151,613.51	177,075.49
50R--- 1114 ---- -- ------	IMRF LEVY	378,137.00	0.00	378,136.80	0.20
50R--- 1152 ---- -- ------	SS/MED PRIOR YEAR LEVY	1,118,359.00	0.00	1,118,358.84	0.16
50R--- 1230 ---- -- ------	CORP PERS PROP REPLACE TAX	275,544.00	0.00	275,544.88	-0.88
50R--- 1510 ---- -- ------	INTEREST	20,000.00	1,193.62	15,499.81	4,500.19
50R--- 1511 ---- -- ------	INTEREST RE TAX	0.00	0.00	45.33	-45.33
5----- ---- ---- -- ------	MUNICIPAL RETIREMENT	1,792,040.00	1,193.62	1,787,585.66	4,454.34
60R--- 1510 ---- -- ------	INTEREST	130,000.00	23,905.25	194,420.45	-64,420.45
60R--- 3999 ---- -- ------	STATE OTHER RESTRICTED	0.00	0.00	50,000.00	-50,000.00
60R--- 7210 ---- -- ------	Principal on Bonds Sold	14,440,047.00	0.00	14,440,046.78	0.22
60R--- 7220 ---- -- ------	PREMIUM ON BONDS	561,660.00	0.00	561,659.75	0.25
6----- ---- ---- -- ------	CAPITAL PROJECT	15,131,707.00	23,905.25	15,246,126.98	-114,419.98
70R--- 1115 ---- -- ------	WORKING CASH LEVY	54,277.00	0.00	54,276.56	0.44
70R--- 1510 ---- -- ------	INTEREST	146,001.00	9,338.00	167,245.23	-21,244.23
7----- ---- ---- -- ------	WORKING CASH	200,278.00	9,338.00	221,521.79	-21,243.79
80R--- 1122 ---- -- ------	TORT PRIOR YEAR LEVY	581,653.00	0.00	581,653.08	-0.08
80R--- 1510 ---- -- ------	INTEREST	6,586.00	1,641.85	11,304.93	-4,718.93
80R--- 1511 ---- -- ------	INTEREST RE TAX	0.00	0.00	18.13	-18.13
80R--- 3001 ---- -- ------	GENERAL STATE AID	447,735.00	0.00	447,735.00	0.00
8----- ---- ---- -- ------	TORT	1,035,974.00	1,641.85	1,040,711.14	-4,737.14
90R--- 1118 ---- -- ------	FIRE PREVENTION & SAFETY LEVY	285,555.00	0.00	285,554.68	0.32
90R--- 1510 ---- -- ------	INTEREST	211.00	18.12	210.95	0.05
9----- ---- ---- -- ------	FIRE PREVENTION & SAFETY	285,766.00	18.12	285,765.63	0.37

Number of Accounts: 139

********** End of report **********

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
18520	06/04/2026	GRAFTON SCH., INC.	Flex Shield	-186.25
			Totals for 18520	-186.25
18639	06/10/2026	ILLINOIS OFFICE OF T	INVOICE #5000010695 CERTICIFACTE OF OPERATION ANNUAL RENEWAL FOR JMS & (LATE FEE)	-125.00
			Totals for 18639	-125.00
18640	06/10/2026	ILLINOIS OFFICE OF T	INVOICE #5000010716 CERTICIFACTE OF OPERATION ANNUAL RENEWAL FOR JMS & (LATE FEE	-125.00
			Totals for 18640	-125.00
18694	06/03/2026	UTLEY, MARYANN	REIMBURSEMENT FOR MILEAGE	-31.90
18694	06/03/2026	UTLEY, MARYANN	MILEAGE	-31.90
			Totals for 18694	-63.80
18699	05/21/2026	CITY OF JACKSONVILLE	APRIL FUEL	2,944.85
			Totals for 18699	2,944.85
18700	05/21/2026	OWENS, BRITTANY	JHS STEP FIELD TRIP	559.00
			Totals for 18700	559.00
18701	05/21/2026	VOGEL, MICHELLE	JMS GIRLS TRACK	20.00
			Totals for 18701	20.00
18702	05/22/2026	THRASHER, TIM	JHS BOY'S TRACK - STATE MEAL MONEY - CHARLESTON, IL 5/28/26 - 5/30/2026	700.00
			Totals for 18702	700.00
18703	05/26/2026	MOY, DOUG	JHS BOY'S TENNIS - IHSA - STATE MEAL MONEY - MAY 27TH - MAY 30TH	455.00
			Totals for 18703	455.00
18704	05/27/2026	MORGAN COUNTY TREASU	PARCEL NUMBER: 13-29-400-009 MURRAYVILLE / WOODSON SCHOOL PROPERTY TAXES - INSTALLMENT #1 & INSTALLMENT #2	275.06
			Totals for 18704	275.06
18705	05/27/2026	HOME DEPOT	sPRING LINKS	8.34
18705	05/27/2026	HOME DEPOT	SCRWS	1.57
18705	05/27/2026	HOME DEPOT	CLAMP SET	23.28
18705	05/27/2026	HOME DEPOT	12V HAMMER DRILL	249.00
18705	05/27/2026	HOME DEPOT	LARGE DRAIN BLADDER	24.98
18705	05/27/2026	HOME DEPOT	EXTENTION CORD	26.98
18705	05/27/2026	HOME DEPOT	PLASTIC BOND SYSTEM	10.22
18705	05/27/2026	HOME DEPOT	BLANK WALL PLATE	1.96
18705	05/27/2026	HOME DEPOT	SHARKBITE COUPLING	20.13
18705	05/27/2026	HOME DEPOT	SNAP2IT CONNECTOR AND A BOX	16.30
18705	05/27/2026	HOME DEPOT	4 ROLLERS	21.08
18705	05/27/2026	HOME DEPOT	WIRE ROPE CLIP	9.42
18705	05/27/2026	HOME DEPOT	WALL PLATE AND OUTLETS	4.44
18705	05/27/2026	HOME DEPOT	DAP ULTRA ALL PURPOSE BOND	10.98
18705	05/27/2026	HOME DEPOT	VERTICAL LOUVERS	45.96
18705	05/27/2026	HOME DEPOT	GAS CAN & OIL	36.93
18705	05/27/2026	HOME DEPOT	8FT 6 OUTLET SURGE PROTECTOR	148.80
18705	05/27/2026	HOME DEPOT	EXTRA THICK WAX RING	9.96
18705	05/27/2026	HOME DEPOT	SWIVEL BOLT SNAP	5.40
18705	05/27/2026	HOME DEPOT	125V 3-WIRE CONNECTOR	5.82
18705	05/27/2026	HOME DEPOT	sIDE SPRAY W/GAGE	8.70
18705	05/27/2026	HOME DEPOT	PAINT THINNER	14.48

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
18705	05/27/2026	HOME DEPOT	WASHERS	5.75
18705	05/27/2026	HOME DEPOT	SLIME PENCIL, DYNAFLEX ULTRA GRAY	24.04
18705	05/27/2026	HOME DEPOT	HEAVY DUTY BOX AND HOOKS	119.16
18705	05/27/2026	HOME DEPOT	AIR CONDITIONING	539.00
18705	05/27/2026	HOME DEPOT	SANDED PLYWOOD, WALNUT STAIN	198.00
18705	05/27/2026	HOME DEPOT	15 PIECE BRUSH SET	9.97
18705	05/27/2026	HOME DEPOT	LOW VOLT STAPLE	11.32
18705	05/27/2026	HOME DEPOT	GORILLA GEL SUPER GLUE	7.48
18705	05/27/2026	HOME DEPOT	QUICK LINKS, SWIVEL PULLEY	16.64
18705	05/27/2026	HOME DEPOT	BIOADVANCED EXCTRL BRUSH	43.98
18705	05/27/2026	HOME DEPOT	SMOOTH ROD ANVIL	12.46
18705	05/27/2026	HOME DEPOT	BUCKET & LID	21.88
			Totals for 18705	1,714.41
18706	05/27/2026	ILLINOIS STATE UNIVE	2026 SPRING EDUCATION CAREER FAIR: JSD 117	350.00
			Totals for 18706	350.00
18707	06/03/2026	FRONTIER	PHONE BILLING DATE 5/22	3,199.47
			Totals for 18707	3,199.47
18708	06/03/2026	HARTFORD	INSURANCE BILLING PERIOD: 6/1-6/30/26	939.06
			Totals for 18708	939.06
18709	06/03/2026	SPECTROTEL	EY, SOUTH, MIDDLE SCH, BOWL & CENTRAL OFFICE	395.33
			Totals for 18709	395.33
18710	06/03/2026	UTLEY, MARYANN	REIMBURSEMENT FOR MILEAGE, CORRECTION TO 3/31, 4/2 & 5/6 ADDING 5/21	45.85
			Totals for 18710	45.85
18711	06/05/2026	ENGIE RESOURCES LLC	2253 W. MORTON AVE - MAINTENANCE BUILDING 4/30/2026	254.56
			Totals for 18711	254.56
18712	06/05/2026	FUTURE CHAMPIONS SPO	FIELD RENTAL	4,295.05
			Totals for 18712	4,295.05
18713	06/05/2026	GRAFTON SCH., INC.	BP FLEX SHIELD & SHIPPING	186.25
			Totals for 18713	186.25
18714	06/05/2026	MOY, DOUG	REIMBURSEMENT FOR STATE HOTEL	444.80
			Totals for 18714	444.80
18715	06/05/2026	MUNICIPAL UTILITIES	2253 W MORTON AVE - MAY 2026	28.30
18715	06/05/2026	MUNICIPAL UTILITIES	Eisenhower School-MAY 2026	456.49
			Totals for 18715	484.79
18716	06/05/2026	SO. JACKSONVILLE WAT	JACKSONVILLE SCHOOL DISTRICT 117 MONTHLY CHARGES FROM 04/27 - 05/28/26 BILLING DATE 06/1/26	258.18
			Totals for 18716	258.18
18717	06/08/2026	CASS COMMUNICATIONS	INTERNET	20.00
			Totals for 18717	20.00
18718	06/08/2026	FARM & HOME SUPPLY	BATTERIES	24.99
18718	06/08/2026	FARM & HOME SUPPLY	JACK STAND	49.99
18718	06/08/2026	FARM & HOME SUPPLY	NUTS & BOLT	2.02
18718	06/08/2026	FARM & HOME SUPPLY	CORD	5.99
18718	06/08/2026	FARM & HOME SUPPLY	BELT JHS	13.98
18718	06/08/2026	FARM & HOME SUPPLY	BATTERIES	24.99
			Totals for 18718	121.96

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
18719	06/08/2026	NEAL TIRE & BATTERY	TIRES	989.50
			Totals for 18719	989.50
18720	06/08/2026	O'REILLY AUTOMOTIVE	LUG NUTS	24.90
			Totals for 18720	24.90
18721	06/08/2026	MURRAYVILLE-WOODSON	307 Masters-Water 5/4/2026-5/31/26	170.28
			Totals for 18721	170.28
18722	06/10/2026	ILLINOIS OFFICE OF T	INVOICE #5000010695 CERTIFICATE OF OPERATION ANNUAL RENEWAL FEE - JMS	75.00
			Totals for 18722	75.00
18723	06/10/2026	ILLINOIS OFFICE OF T	INVOICE #5000010716 CERTIFICATE OF OPERATION ANNUAL RENEWAL FEE - JMS	75.00
			Totals for 18723	75.00
18724	06/11/2026	GREAT LAKES ACE HARD	JHS, SHOP & BUS GARAGE: INVOICES- 4015, 4016, 4053, 4071, 4077 & 4080	97.85
			Totals for 18724	97.85
18725	06/11/2026	HOME DEPOT CREDIT SE	SUPPLIES FOR NORTH, JHS, M/W, WASHINGTON, SHOP, CENTRAL, SOUTH, JMS, EY, BUS GARAGE	1,028.73
			Totals for 18725	1,028.73
18726	06/12/2026	NAPA AUTO PARTS	BRAKE FLUID	28.99
			Totals for 18726	28.99
18727	06/12/2026	SHERWIN-WILLIAMS	PAINT FOR EISENHOWER	69.97
			Totals for 18727	69.97
18728	06/12/2026	WESTOWN FORD LINCOLN	SERVICE	110.14
			Totals for 18728	110.14
18729	06/12/2026	MURRAYVILLE SEWER DE	307 Masters-SEWER 5/01/2026 -5/31/2026	170.28
			Totals for 18729	170.28
18730	06/15/2026	A & M PRODUCTS	A&M Products c/o Andy Austin - IHSA Competition awards AM-503-1: BARS (FOR BAR PLAQUE) (2) MIXED CHORUS (1) TREBLE CHORUS	72.00
			Totals for 18730	72.00
18731	06/15/2026	MUNICIPAL UTILITIES	North School-1211 N. Main - 6/15/2026	163.79
18731	06/15/2026	MUNICIPAL UTILITIES	CROSSROADS-30 N. CENTRAL PARK PLAZA - 6/15/2026	129.57
18731	06/15/2026	MUNICIPAL UTILITIES	Lincoln-320 W Independence Ave. - 6/15/2026	244.35
18731	06/15/2026	MUNICIPAL UTILITIES	(EARLY YEARS)-506 Jordan - 6/15/2026	302.47
18731	06/15/2026	MUNICIPAL UTILITIES	JHS-1211 N. Diamond - 6/15/2026	2,649.20
18731	06/15/2026	MUNICIPAL UTILITIES	(JHS)1211 N. Diamond - 6/15/2026	174.92
18731	06/15/2026	MUNICIPAL UTILITIES	BUS GARAGE-837 N. Main - 6/15/2026	527.69
18731	06/15/2026	MUNICIPAL UTILITIES	JHS Athletic Field-331 W. Walnut -6/15/2026	1,485.21
18731	06/15/2026	MUNICIPAL UTILITIES	211 WEST STATE STREET - 6/15/2026	55.46

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
18731	06/15/2026	MUNICIPAL UTILITIES	1 W. CENTRAL PARK PLAZA - 6/15/26	55.46
			Totals for 18731	5,788.12
18732	06/16/2026	HY-VEE ACCOUNTS RECE	580214263701 - JHS CAFE - SOUR CREAM	27.96
			Totals for 18732	27.96
18733	06/16/2026	MANAGED METHODS, INC	Managed Methods Cloud Monitoring 1 year Term	11,160.00
			Totals for 18733	11,160.00
18734	06/16/2026	REDEYE NETWORK SOLUT	New Firewall, support, and maintenance for Maintenance department	5,660.25
			Totals for 18734	5,660.25
18735	06/16/2026	SHI INTERNATIONAL CO	Printer for Charity Karr @ JMS	352.00
			Totals for 18735	352.00
18736	06/16/2026	BMO CORPORATE MASTER	WATER FOR BOARD MEETINGS	48.50
18736	06/16/2026	BMO CORPORATE MASTER	IPA ADMIN. MEMBERSHIP FOR SOUTH PRINCIPAL	397.48
18736	06/16/2026	BMO CORPORATE MASTER	JMS WALMART SCIENCE CLASS-ORANGE, PAIL, RTBEER, CUTLERY	80.28
18736	06/16/2026	BMO CORPORATE MASTER	COLORED COPIER PAPER	863.87
18736	06/16/2026	BMO CORPORATE MASTER	Amazon - Router mat, screws, staples, pencils, saw blades	474.46
18736	06/16/2026	BMO CORPORATE MASTER	Amazon - Supplies for nurses office: apple juice, lip balm, Clorox wipes, cough drops, fruit snacks, hand sanitizer, heating pads, Ibuprofen, Acetaminophen, disinfectant spray, Orajel, pillow case covers, healthy snacks, probe covers, antibiotic ointment, antacid tablets, underwear, Ziploc bags, bandages	758.79
18736	06/16/2026	BMO CORPORATE MASTER	POSTAGE AND SHIPPING-USPS AND UPS	104.46
18736	06/16/2026	BMO CORPORATE MASTER	Stretchy Band Replacement Tubing	28.00
18736	06/16/2026	BMO CORPORATE MASTER	REXX BATTERIES FOR ED TECH NETWORK	239.60
18736	06/16/2026	BMO CORPORATE MASTER	Amazon - pens, tissues, index cards, note pads, batteries, markers, dry erase cleaners, scotch tape, correction tape, paper plates, plastic cutlery, plastic cups, candy, staplers	435.29
18736	06/16/2026	BMO CORPORATE MASTER	ATLANTA GEORGIA FOR THE RON CLARK ACADEMY	6,450.00
18736	06/16/2026	BMO CORPORATE MASTER	GRAFTON INTEGRATED HEALTH NETWORK UKERU-TRAINER CERT, FLIGHT REIMBURSEMENT, FOOD REIMBURSEMENT, LODGDING	3,891.89

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			REIMBURSEMENT, AND RENTAL CAR REIMBURSEMENT	
18736	06/16/2026	BMO CORPORATE MASTER	VISIBLE LEARNING GUIDE BOOKS, THE HANDBOOK FOR THE NEW ART AND SCIENCE OF TEACHING	91.56
18736	06/16/2026	BMO CORPORATE MASTER	CONSTRUCTION PAPER, PAINT STICKS, WATERCOLOR PAPER, TAPE, DRY ERASE LAPBOARDS, PAINT MARKERS,GLUE STICKS, MODELING CLAY, HIGHLIGHTERS,	597.66
18736	06/16/2026	BMO CORPORATE MASTER	DMARC DIGESTS SOFTWARE FOR TECH	10.00
18736	06/16/2026	BMO CORPORATE MASTER	binders for teacher	79.77
18736	06/16/2026	BMO CORPORATE MASTER	bulletin board for math class	63.16
18736	06/16/2026	BMO CORPORATE MASTER	bright futures membership for school counselor	292.50
18736	06/16/2026	BMO CORPORATE MASTER	Amazon - Tape, binder clips, pens, binders, Texas Instruments Teacher Kit, pens, tissues, Wite-Out, wall hangings, staple removers, Post-its	444.28
18736	06/16/2026	BMO CORPORATE MASTER	BPG- COMMERCIAL MOLD INSPECTION FOR CROSSROADS	2,715.00
18736	06/16/2026	BMO CORPORATE MASTER	POSTAGE FOR BMO CCARD PAYMENT	12.90
18736	06/16/2026	BMO CORPORATE MASTER	DONATION MONEY FOR CROSSROADS-WALMART-CANDY, LEGOS, PUZZLES, CHIPS, GUM, COOKIES	124.32
18736	06/16/2026	BMO CORPORATE MASTER	JHS ATHLETIC CARD-GIRLS TRACK STATE HOTELS DAYS INN	553.46
18736	06/16/2026	BMO CORPORATE MASTER	INSITE PRO SOFTWARE FOR BUS GARAGE FROM CUMMINGS	860.00
18736	06/16/2026	BMO CORPORATE MASTER	MULLIGAN'S-PECT FUND TOOK TAP STUDENTS OUT TO LUNCH	452.27
18736	06/16/2026	BMO CORPORATE MASTER	GENUINE INK-INK CARTRIDGES FOR M/W	356.25
18736	06/16/2026	BMO CORPORATE MASTER	CHATGPT PLUS SUBSCRIPTION	20.00
18736	06/16/2026	BMO CORPORATE MASTER	SEWING EYELETS	144.95
18736	06/16/2026	BMO CORPORATE MASTER	INK CARTRIDGES FOR PAYROLL	526.38
18736	06/16/2026	BMO CORPORATE MASTER	Amazon - Markers, pens, scissors, duct tape, laminating sheets	136.97
18736	06/16/2026	BMO CORPORATE MASTER	The Home Depot - Sprayer	207.90
18736	06/16/2026	BMO CORPORATE MASTER	FFA - 3D Printer, thermal laminator, wet/dry vac, color printer, tomato cages **From grant money	474.40
18736	06/16/2026	BMO CORPORATE MASTER	Toner for HP LaserJetPro 400	69.30
18736	06/16/2026	BMO CORPORATE MASTER	JHS AMAZON-DRAFTING CLASS FILE FOLDERS PAYING REST OF PO#2002600230	28.52
18736	06/16/2026	BMO CORPORATE MASTER	Grainger - Universal AC/DC Motor	111.70
18736	06/16/2026	BMO CORPORATE MASTER	SOUTH-COLORED PAPER, LAMINATORS, WHITE CARD,	7,367.18

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			ASTROBRIGHTS, TWO POCKET FOLDERS, MATH LEARNING TOOLS-TEN FRAMES COUNTING CARD GAMES, PICTURE BOOK BIN, PENCILS, NAMEPLATES, THERMOMETER FOR ADULTS AND KIDS, UFLI FOUNDATIONS TEACHERS MANUAL,HAND2MIND GUIDED PHONICS AND GAMES, REALLY GOOD STUFF LONG DIVISION DRY ERASE BOARDS, HEART ERASERS, TEACHING CHARTS, CLASSROOM CALENDAR BULLETIN BOARD KIT, LARGE PICTURE HANGING STRIPS, PAINTER'S TAPE, CLIPS, LED LIGHTS, PETE THE CAT BOOK SET, ZIPPER POUCHES, GLUE STICKS, POSTCARDS, COLORED PENCILS, SONGMICS MAZIE COLLECTION, FLOOR PILLOW CUSHIONS FOR KIDS, SCISSORS, POCKET CHARTS, MAGNETIC HOOKS, OFFICE DESK CHAIR, TREAT BAGS, JUNIE B BOXED BOOK SET, BIRTHDAY BRACELETS, ETC.	
18736	06/16/2026	BMO CORPORATE MASTER	DONATION MONEY FOR CROSSROADS-CASEY'S PIZZA	188.99
18736	06/16/2026	BMO CORPORATE MASTER	EISENHOWER-CASTER WHEELS SET, OUR TOWN BOOKS-LET YOUR LIFE SPEAK, HONEY BOOK, MEMORY PRESETS, STACKING CHAIRS, FOLDERS, ROLLING CART	725.92
18736	06/16/2026	BMO CORPORATE MASTER	AMAZON BLUE PAPER FOR M/W	91.36
18736	06/16/2026	BMO CORPORATE MASTER	MAINT.-REFRIGERANT LIQUID, COPPER TUBING, PASTE, TUBE FITTING	95.86
18736	06/16/2026	BMO CORPORATE MASTER	END OF THE YEAR COOKOUT FOR JHS -HOTDOG BUNS, CHIPS, HAMBURGER BUNS, PLATES, MUSTARD, KETCHUP, RELISH-PAID BY BANK DONATION	69.03
18736	06/16/2026	BMO CORPORATE MASTER	LINCOLN-RUBBER PLAYGROUND BALLS, VOLLEYBALLS, SOCCER CONES, GYM TAPE, PLAYGROUND DODGE BALLS	357.92
18736	06/16/2026	BMO CORPORATE MASTER	LEARNING RESOURCES SKILLBUILDER KITS FOR WASHINGTON	793.42
18736	06/16/2026	BMO CORPORATE MASTER	SNACK BAGS, CUTLERY, CUPS, KERPLUNK GAME, APRONS, LAMP, MAGNETIC COMPASSES, CONNECT 4 GAME, CHERRY-O GAME, SURFACE CLEANER, GLOVES, STACK ATTACK GAME, GLASS BEAKERS, METAL	2,873.56

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			BOCK SET BRASS, PLAY KITCHEN POTS AND PANS, SPEED LADDER, SHELF DIVIDERS, DODGEBALL SET, FLOWER GARDEN BUILDING TOY WITH PEGS, COLOR CHART, COFFEE STIR STICKS, GUESS WHO BOARD GAME, PAINT MARKERS, DOT STICKERS, CHECKERS BOARD GAME, EARTHWORM SPECIMENS FOR DISSECTION, LACING CARDS KIT,HAMMERMILL COLORED COPY PAPER, EXTERNAL HARD DRIVE, ROLLING TABLE,PLACEMATS, STORAGE CABINET, ART CRAYON, DRY ERASE MARKERS, GLUE, COLORED PENCILS, ETC.	
18736	06/16/2026	BMO CORPORATE MASTER	PLANT FOR FUNERAL	57.30
18736	06/16/2026	BMO CORPORATE MASTER	chair for teacher	133.98
18736	06/16/2026	BMO CORPORATE MASTER	storage bin for nurse office	13.66
18736	06/16/2026	BMO CORPORATE MASTER	books for title	59.97
18736	06/16/2026	BMO CORPORATE MASTER	JMS AMAZON-TV WALL MOUNT PART OF PO#1172600181	58.95
18736	06/16/2026	BMO CORPORATE MASTER	chair for teacher	133.98
18736	06/16/2026	BMO CORPORATE MASTER	CHAIR AND NAPKINS FOR NORTH	90.42
18736	06/16/2026	BMO CORPORATE MASTER	COPY COLORED PAPER FOR M/W	167.08
18736	06/16/2026	BMO CORPORATE MASTER	Amazon Order-CROSSROADS PLASTIC CHAIRS	409.58
18736	06/16/2026	BMO CORPORATE MASTER	Supplies See Amazon PDF	314.25
18736	06/16/2026	BMO CORPORATE MASTER	Vernier Science Education - Go Direct Centripetal Force System ** Cost doesn't include shipping	548.82
18736	06/16/2026	BMO CORPORATE MASTER	Electrical Tape for department repairs.	27.34
18736	06/16/2026	BMO CORPORATE MASTER	JHS ATHLETIC CARD-FUEL FOR BOYS STATE TENNIS-CASEY'S, WALLY'S, LOVES	111.26
18736	06/16/2026	BMO CORPORATE MASTER	PLANT FOR FUNERAL	151.63
18736	06/16/2026	BMO CORPORATE MASTER	PLANT FOR FUNERAL	56.70
18736	06/16/2026	BMO CORPORATE MASTER	PLANT FOR FUNERAL	52.50
18736	06/16/2026	BMO CORPORATE MASTER	IPA FOR JHS ASSISTANT PRINCIPAL	375.36
18736	06/16/2026	BMO CORPORATE MASTER	POSTAGE FOR M/W	57.30
18736	06/16/2026	BMO CORPORATE MASTER	RADWELL INTERNATIONAL-REM EMERSON AND WARRANTY	578.34
18736	06/16/2026	BMO CORPORATE MASTER	ROUGH COUNTRY FULL WINDSHIELD AND UTF ROOF FOR POLAIS RANGER	388.70
18736	06/16/2026	BMO CORPORATE MASTER	M/W COPY PAPER PINK	86.99
18736	06/16/2026	BMO CORPORATE MASTER	LG PCB ASSEMBLY FAN FOR JMS	744.11
18736	06/16/2026	BMO CORPORATE MASTER	MAINT. -WALMART 3.75OZ SDW	4.48
18736	06/16/2026	BMO CORPORATE MASTER	MAINT-PCB ASSEMBLY MAIN LG PART FOR JMS	871.94
18736	06/16/2026	BMO CORPORATE MASTER	MAINT-PCB ASSEMBLY MAIN LG PART FOR JMS	729.40
18736	06/16/2026	BMO CORPORATE MASTER	LINCOLN NURSE SUPPLIES-COUGH	236.41

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			DROPS, HYDROGEN PEROXIDE, PILLOW CASE COVERS, TRIPLE ANTIBIOTIC OINTMENT, BUTTERFLY BANDAGES, ICE COLD PACKS, DRY EYE DROPS, WIPES, ALLERGY RELEIF, IBUPROFEN, FPLINT, MINTS	
18736	06/16/2026	BMO CORPORATE MASTER	LINCOLN NURSE SUPPLIES-EXAM GLOVES	33.99
18736	06/16/2026	BMO CORPORATE MASTER	LINCOLN NURSE SUPPLIES-CLOROX SPRAY	14.63
18736	06/16/2026	BMO CORPORATE MASTER	SOUTH NURSE SUPPLIES-PLASTIC CUPS,	46.59
18736	06/16/2026	BMO CORPORATE MASTER	ITT BELL AND GOSSETT SEAL KIT FOR JMS	189.16
18736	06/16/2026	BMO CORPORATE MASTER	JHS SENSING SWITCH RELAY	29.90
18736	06/16/2026	BMO CORPORATE MASTER	SHOP GRAFFITI REMOVER	11.39
18736	06/16/2026	BMO CORPORATE MASTER	SWAGGING TOOL PIPE TUBE FOR SHOP	15.99
18736	06/16/2026	BMO CORPORATE MASTER	LG VAVLE ASSEMBLY FOR JMS	344.21
18736	06/16/2026	BMO CORPORATE MASTER	CLUB CAR WASH FOR MAINT TRUCK	21.00
18736	06/16/2026	BMO CORPORATE MASTER	WALMART-GV ERASERS, 12 PACK TOWELS, SWIFFERS, WET MOP, CLOROX WIPES, VINEGAR, DETERGENT FOR CUSTODIANS	341.81
18736	06/16/2026	BMO CORPORATE MASTER	Amazon Order-CROSSROADS	735.37
18736	06/16/2026	BMO CORPORATE MASTER	EISENHOWER WHITE BOARD	289.93
18736	06/16/2026	BMO CORPORATE MASTER	Amazon Order	21.82
18736	06/16/2026	BMO CORPORATE MASTER	Stamp See PDF	24.61
18736	06/16/2026	BMO CORPORATE MASTER	AMAZON-M/W COPY PAPER	104.22
18736	06/16/2026	BMO CORPORATE MASTER	PARTS TOWN-AIR SENSOR FOR SHOP	63.35
18736	06/16/2026	BMO CORPORATE MASTER	CONTROLS CENTRAL-PISTON WITH O RING	40.39
18736	06/16/2026	BMO CORPORATE MASTER	Reimbursement to JR Dugan for Driver's Ed cars washed at Club Carwash.	42.00
18736	06/16/2026	BMO CORPORATE MASTER	LINCOLN-A GMA BOOK CLUB PACK,LIKE MOTHER, LIKE MOTHER BOOK, THE NINE BOOKS	430.50
18736	06/16/2026	BMO CORPORATE MASTER	BINDER, STICKY NOTES, SNICKERS AND TWIX BARS, TISSUE, CUTLERY, WIPES, GENUINE INK CARTRIDGES	1,273.33
18736	06/16/2026	BMO CORPORATE MASTER	LINCOLN-MICROPHONE HEADPHONES HEADSETS	1,956.24
18736	06/16/2026	BMO CORPORATE MASTER	Ink cartridge and headphones for AEP	166.60
18736	06/16/2026	BMO CORPORATE MASTER	KEMI MOTO-UTV MIRROR SET FOR RANGER	78.83
18736	06/16/2026	BMO CORPORATE MASTER	LIME AND RUST REMOVER FROM AMAZON FOR EARLY YEARS	10.44
18736	06/16/2026	BMO CORPORATE MASTER	IPA CHOOSE JOY!	225.00
18736	06/16/2026	BMO CORPORATE MASTER	LINCOLN-FILE FOLDERS	119.55
18736	06/16/2026	BMO CORPORATE MASTER	GOLDENROD COPIER PAPER	185.81
18736	06/16/2026	BMO CORPORATE MASTER	WALMART-EARLY YEARS-BUBBLES,	484.28

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			ROV HE, ICE POPS, CATRIDGE TONERS, DOOR STOPPER WITH SPRING	
18736	06/16/2026	BMO CORPORATE MASTER	IPA FOR JHS ASSISTANT PRINCIPAL-PRINCIPAL BURNOUT	225.00
18736	06/16/2026	BMO CORPORATE MASTER	WATER FOR BOARD MEETINGS	13.99
18736	06/16/2026	BMO CORPORATE MASTER	1 ROOM FOR 5 NIGHTS AT ST. LOUIS CHESTERFIELD HOTEL	1,277.58
18736	06/16/2026	BMO CORPORATE MASTER	FLIGHTS FOR SOUTH TO ATLANTA GEORGIA FOR THE RON CLARK ACADEMY	3,322.80
18736	06/16/2026	BMO CORPORATE MASTER	HILTON HOTEL STAY IN ATLANTA GEORGIA FOR THE RON CLARK ACADEMY	2,246.60
18736	06/16/2026	BMO CORPORATE MASTER	GIFTED LEARNERS BOOK	24.00
18736	06/16/2026	BMO CORPORATE MASTER	IAGC GIFTED EDUCATION FOUNDATIONS EARLY SUMMER 2026	425.00
18736	06/16/2026	BMO CORPORATE MASTER	AMAZON ORDER	77.85
18736	06/16/2026	BMO CORPORATE MASTER	FILE FOLDERS	40.99
18736	06/16/2026	BMO CORPORATE MASTER	PHONE AND FAX FOR JHS, CENTRAL OFFICE, E.YEARS, M/W	76.54
18736	06/16/2026	BMO CORPORATE MASTER	Headphone Plug Extraction Tools for district repairs	25.51
18736	06/16/2026	BMO CORPORATE MASTER	SMTP Service Renewal	301.00
18736	06/16/2026	BMO CORPORATE MASTER	Portable monitor system for the CFO	259.97
18736	06/16/2026	BMO CORPORATE MASTER	MAINT. -BATTERIES AND PLEDGE SPRAY FOR CUSTODIAN	39.90
18736	06/16/2026	BMO CORPORATE MASTER	MAINT. -BATTERIES AND PLEDGE SPRAY FOR CUSTODIAN	46.23
18736	06/16/2026	BMO CORPORATE MASTER	MAINT. -VEVOR SEWER CAMERA	1,081.43
18736	06/16/2026	BMO CORPORATE MASTER	CREDIT FROM AMAZON-ELECTRONIC CONTROL MODULE	-971.94
18736	06/16/2026	BMO CORPORATE MASTER	NATIONAL BUSINESS FURNITURE-BULLETIN BOARD AND SHIPPING FOR SOUTH	648.75
18736	06/16/2026	BMO CORPORATE MASTER	SHARK HOSE FOR EARLY YEARS	23.99
18736	06/16/2026	BMO CORPORATE MASTER	AMAZON-ELKAY WATER FILTERS FOR SCHOOLS	1,003.63
18736	06/16/2026	BMO CORPORATE MASTER	USA CLEAN-VALVE NOZZLE ASSEMBLY FOR JMS	162.81
18736	06/16/2026	BMO CORPORATE MASTER	CHICAGO FAUCET SHOP-FAUCET FOR SHOP	41.11
18736	06/16/2026	BMO CORPORATE MASTER	AED-CHILD SMART PADS FOR SOUTH SCHOOL	125.00
18736	06/16/2026	BMO CORPORATE MASTER	JHS ATHLETIC CARD-FUEL FOR GIRLS AND BOYS STATE TRACK-CASEY'S, CONOCO, PHILLIPS	208.83
18736	06/16/2026	BMO CORPORATE MASTER	Rexx-Replacement batteries for district backups	299.50
18736	06/16/2026	BMO CORPORATE MASTER	Renewal of PDQ Deploy and Inventory for department service	1,402.50
18736	06/16/2026	BMO CORPORATE MASTER	Amazon - book covers, poster board, batteries,	242.26

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			highlighters, staples	
18736	06/16/2026	BMO CORPORATE MASTER	Walmart - FCS food order	55.91
18736	06/16/2026	BMO CORPORATE MASTER	Amazon - Gauge and wire harness conversion kit	431.70
18736	06/16/2026	BMO CORPORATE MASTER	JHS FLINN SCIENTIFIC- PART OF PO#2002600232	41.99
18736	06/16/2026	BMO CORPORATE MASTER	IASB TWO RIVERS MEETING FOR BOARD MEMBERS	60.00
18736	06/16/2026	BMO CORPORATE MASTER	IASB EARLY BIRD REGISTRATION FOR TRIP TO CHICAGO FOR ANNUAL CONFERENCE	3,594.70
			Totals for 18736	65,325.63
18737	06/23/2026	GAME ONE	INVOICES: 10556727; 10556212; 10572410 SOCKS, JERSEYS, & BACK PACKS (REMAINING BALANCE DUE)	1,825.00
			Totals for 18737	1,825.00
60231	05/29/2026	JACKSONVILLE SCHOOL	JHS CAFE - RETURNING PETTY CASH 25-26	36.36
			Totals for 60231	36.36
60232	05/29/2026	JACKSONVILLE SCHOOL	REIMBURSEMENT FROM GENERAL MISC. FOR PAYMENTS PAID ONLINE & FEE MANAGEMENT FOR AP EXAMS, SUMMER SCHOOL, & CREDIT RECOVERY - WILL DEPOSIT INTO - JHS ACTIVITY #959	20,585.30
			Totals for 60232	20,585.30
60233	05/29/2026	JACKSONVILLE SCHOOL	REIMBURSEMENT FROM GENERAL MISC. FOR PAYMENTS PAID ONLINE & FEE MANAGEMENT FOR CANDY SALES - AR WILL DEPOSIT INTO - JHS ACTIVITY #959	554.91
			Totals for 60233	554.91
60234	05/29/2026	ROHN, JOHN	REFUND FOR ROUTT STUDENT - K. ROHN (JHS DRIVER'S ED)	265.00
			Totals for 60234	265.00
60235	06/02/2026	AT&T MOBILITY	JACKSONVILLE SCHOOL DISTRICT #117 GROUP #2 MAINT. DEPT AND BUS GARAGE	204.23
			Totals for 60235	204.23
120863	05/29/2026	ILLINOIS EDUCATORS C	Payroll accrual	780.00
120863	05/29/2026	ILLINOIS EDUCATORS C	Payroll accrual	375.00
			Totals for 120863	1,155.00
120864	05/29/2026	PRAIRIELAND UNITED W	Payroll accrual	145.00
120864	05/29/2026	PRAIRIELAND UNITED W	Payroll accrual	145.00
			Totals for 120864	290.00
120872	06/15/2026	ILLINOIS EDUCATORS C	Payroll accrual	780.00
120872	06/15/2026	ILLINOIS EDUCATORS C	Payroll accrual	375.00
			Totals for 120872	1,155.00
120873	06/15/2026	J E A - DUES	Payroll accrual	22,849.02
			Totals for 120873	22,849.02
201500947	06/02/2026	BORDEAN, AMY	INTURPRETING SERVICES FOR EY	360.00
			Totals for 201500947	360.00
201500948	06/02/2026	MUNICIPAL UTILITIES	JMS-664 Lincoln Ave	555.29

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
201500948	06/02/2026	MUNICIPAL UTILITIES	Washington-524 S. Kosciusko	401.27
201500948	06/02/2026	MUNICIPAL UTILITIES	Physical Ed Bldg (JHS BOWL)-201 S. Church	55.46
			Totals for 201500948	1,012.02
202511318	05/15/2026	IL MUNCIPAL RETIREME	Payroll accrual	17,577.13
202511318	05/15/2026	IL MUNCIPAL RETIREME	Payroll accrual	0.00
202511318	05/15/2026	IL MUNCIPAL RETIREME	Payroll accrual	2,075.97
202511318	05/15/2026	IL MUNCIPAL RETIREME	Payroll accrual	28,265.89
			Totals for 202511318	47,918.99
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	435.67
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	5,228.04
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	1,015.04
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	3,552.64
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	2,168.54
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	1,124.01
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	816.80
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	2,691.45
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	6,988.74
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	157,474.24
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	133,397.60
202511325	05/15/2026	BLUECROSS BLUESHIELD	Payroll accrual	2,808.53
			Totals for 202511325	317,701.30
202511326	05/15/2026	GUARDIAN	Payroll accrual	270.36
202511326	05/15/2026	GUARDIAN	Payroll accrual	2,545.89
202511326	05/15/2026	GUARDIAN	Payroll accrual	340.00
202511326	05/15/2026	GUARDIAN	Payroll accrual	850.00
202511326	05/15/2026	GUARDIAN	Payroll accrual	583.92
202511326	05/15/2026	GUARDIAN	Payroll accrual	2,773.62
202511326	05/15/2026	GUARDIAN	Payroll accrual	287.70
202511326	05/15/2026	GUARDIAN	Payroll accrual	1,342.60
202511326	05/15/2026	GUARDIAN	Payroll accrual	51.12
202511326	05/15/2026	GUARDIAN	Payroll accrual	357.84
202511326	05/15/2026	GUARDIAN	Payroll accrual	126.60
202511326	05/15/2026	GUARDIAN	Payroll accrual	548.60
202511326	05/15/2026	GUARDIAN	Payroll accrual	625.70
202511326	05/15/2026	GUARDIAN	Payroll accrual	1,504.60
202511326	05/15/2026	GUARDIAN	Payroll accrual	489.74
202511326	05/15/2026	GUARDIAN	Payroll accrual	647.87
202511326	05/15/2026	GUARDIAN	Payroll accrual	1,546.53
202511326	05/15/2026	GUARDIAN	Payroll accrual	153.59
202511326	05/15/2026	GUARDIAN	Payroll accrual	11.40
202511326	05/15/2026	GUARDIAN	Payroll accrual	61.26
202511326	05/15/2026	GUARDIAN	Payroll accrual	39.43
202511326	05/15/2026	GUARDIAN	Payroll accrual	301.84
202511326	05/15/2026	GUARDIAN	Payroll accrual	11.70
202511326	05/15/2026	GUARDIAN	Payroll accrual	1,368.35
202511326	05/15/2026	GUARDIAN	Payroll accrual	1,268.86
202511326	05/15/2026	GUARDIAN	Payroll accrual	2.03
202511326	05/15/2026	GUARDIAN	Payroll accrual	1.05
202511326	05/15/2026	GUARDIAN	Payroll accrual	75.60
202511326	05/15/2026	GUARDIAN	Payroll accrual	24.20
202511326	05/15/2026	GUARDIAN	Payroll accrual	39.90
202511326	05/15/2026	GUARDIAN	Payroll accrual	1,605.79
202511326	05/15/2026	GUARDIAN	Payroll accrual	26.52
202511326	05/15/2026	GUARDIAN	Payroll accrual	7.39
			Totals for 202511326	19,891.60

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
202511328	05/15/2026	US OMNI	Payroll accrual	775.00
202511328	05/15/2026	US OMNI	Payroll accrual	4,447.00
202511328	05/15/2026	US OMNI	Payroll accrual	372.50
202511328	05/15/2026	US OMNI	Payroll accrual	50.00
202511328	05/15/2026	US OMNI	Payroll accrual	865.00
202511328	05/15/2026	US OMNI	Payroll accrual	2,487.17
			Totals for 202511328	8,996.67
202511329	05/15/2026	EBC	Payroll accrual	183.48
202511329	05/15/2026	EBC	Payroll accrual	2,921.35
			Totals for 202511329	3,104.83
202511331	05/19/2026	ENGIE RESOURCES LLC	516 JORDAN ST. EARLY YEARS BUILDING -312624	1,424.70
			Totals for 202511331	1,424.70
202511332	05/19/2026	ENGIE RESOURCES LLC	SOUTH ELEMENTARY 201 DEWEY DRIVE - 312619	3,989.24
			Totals for 202511332	3,989.24
202511336	05/26/2026	ENGIE RESOURCES LLC	(JHS) 1211 N. Diamond Street - 312623	20,548.57
			Totals for 202511336	20,548.57
202511337	05/26/2026	ENGIE RESOURCES LLC	CROSSROADS 30 NORTH CENTRAL PARK PLAZA - 312615	612.85
			Totals for 202511337	612.85
202511338	05/26/2026	ENGIE RESOURCES LLC	LINCOLN 320 W INDEPENDENCE - 312616	1,782.59
			Totals for 202511338	1,782.59
202511339	05/26/2026	ENGIE RESOURCES LLC	BUS GARAGE 837 N. MAIN ST - 312613	247.61
			Totals for 202511339	247.61
202511340	05/26/2026	ENGIE RESOURCES LLC	EISENHOWER 1901 W LAFAYETTE AVE - 312617	6,332.11
			Totals for 202511340	6,332.11
202511341	05/26/2026	ENGIE RESOURCES LLC	315 WEST WALNUT JHS FIELDHOUSE - 312625	493.79
			Totals for 202511341	493.79
202511342	05/26/2026	ENGIE RESOURCES LLC	NORTH 1626 STATE HIGHWAY 78 N - 312621	896.63
			Totals for 202511342	896.63
202511343	05/29/2026	EFTPS -- FEDERAL TAX	Payroll accrual	28,154.85
202511343	05/29/2026	EFTPS -- FEDERAL TAX	Payroll accrual	5,002.20
202511343	05/29/2026	EFTPS -- FEDERAL TAX	Payroll accrual	191.24
202511343	05/29/2026	EFTPS -- FEDERAL TAX	Payroll accrual	95,161.94
202511343	05/29/2026	EFTPS -- FEDERAL TAX	Payroll accrual	19,061.03
			Totals for 202511343	147,571.26
202511344	05/29/2026	EFTPS -- MEDICARE	Payroll accrual	19,061.03
			Totals for 202511344	19,061.03
202511345	05/29/2026	EFTPS -- SOCIAL SECU	Payroll accrual	28,154.85
			Totals for 202511345	28,154.85
202511346	05/29/2026	IL MUNCIPAL RETIREME	Payroll accrual	19,405.52
202511346	05/29/2026	IL MUNCIPAL RETIREME	Payroll accrual	0.00
202511346	05/29/2026	IL MUNCIPAL RETIREME	Payroll accrual	2,128.06
202511346	05/29/2026	IL MUNCIPAL RETIREME	Payroll accrual	31,215.58
			Totals for 202511346	52,749.16
202511347	05/29/2026	IL STATE DISBURSEMEN	Payroll accrual	1,249.43
			Totals for 202511347	1,249.43
202511348	05/29/2026	ILLINOIS DEPT OF REV	Payroll accrual	384.00
202511348	05/29/2026	ILLINOIS DEPT OF REV	Payroll accrual	56,897.67

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
			Totals for 202511348	57,281.67
202511349	05/29/2026	TEACHERS' HEALTH INS	Payroll accrual	7,654.00
202511349	05/29/2026	TEACHERS' HEALTH INS	Payroll accrual	5,715.09
202511349	05/29/2026	TEACHERS' HEALTH INS	Payroll accrual	123.00
202511349	05/29/2026	TEACHERS' HEALTH INS	Payroll accrual	165.21
			Totals for 202511349	13,657.30
202511350	05/29/2026	TEACHERS' RET BENEFI	Payroll accrual	4,948.62
202511350	05/29/2026	TEACHERS' RET BENEFI	Payroll accrual	106.48
			Totals for 202511350	5,055.10
202511351	05/29/2026	TEACHERS' RET MEMBER	Payroll accrual	76,806.40
202511351	05/29/2026	TEACHERS' RET MEMBER	Payroll accrual	1,652.11
			Totals for 202511351	78,458.51
202511352	05/29/2026	TEACHERS' RETIRE FUN	Payroll accrual	3,209.42
202511352	05/29/2026	TEACHERS' RETIRE FUN	Payroll accrual	0.00
			Totals for 202511352	3,209.42
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	435.67
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	5,228.04
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	1,015.04
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	3,552.64
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	2,168.54
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	1,124.01
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	816.80
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	2,691.45
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	6,988.74
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	158,124.96
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	132,746.88
202511353	05/29/2026	BLUECROSS BLUESHIELD	Payroll accrual	3,451.53
			Totals for 202511353	318,344.30
202511354	05/29/2026	GUARDIAN	Payroll accrual	270.36
202511354	05/29/2026	GUARDIAN	Payroll accrual	2,545.89
202511354	05/29/2026	GUARDIAN	Payroll accrual	340.00
202511354	05/29/2026	GUARDIAN	Payroll accrual	850.00
202511354	05/29/2026	GUARDIAN	Payroll accrual	583.92
202511354	05/29/2026	GUARDIAN	Payroll accrual	2,773.62
202511354	05/29/2026	GUARDIAN	Payroll accrual	260.30
202511354	05/29/2026	GUARDIAN	Payroll accrual	1,328.90
202511354	05/29/2026	GUARDIAN	Payroll accrual	51.12
202511354	05/29/2026	GUARDIAN	Payroll accrual	357.84
202511354	05/29/2026	GUARDIAN	Payroll accrual	126.60
202511354	05/29/2026	GUARDIAN	Payroll accrual	548.60
202511354	05/29/2026	GUARDIAN	Payroll accrual	625.70
202511354	05/29/2026	GUARDIAN	Payroll accrual	1,504.60
202511354	05/29/2026	GUARDIAN	Payroll accrual	489.74
202511354	05/29/2026	GUARDIAN	Payroll accrual	647.87
202511354	05/29/2026	GUARDIAN	Payroll accrual	1,546.53
202511354	05/29/2026	GUARDIAN	Payroll accrual	153.59
202511354	05/29/2026	GUARDIAN	Payroll accrual	11.40
202511354	05/29/2026	GUARDIAN	Payroll accrual	61.26
202511354	05/29/2026	GUARDIAN	Payroll accrual	39.43
202511354	05/29/2026	GUARDIAN	Payroll accrual	301.84
202511354	05/29/2026	GUARDIAN	Payroll accrual	11.70
202511354	05/29/2026	GUARDIAN	Payroll accrual	1,368.35
202511354	05/29/2026	GUARDIAN	Payroll accrual	1,274.44
202511354	05/29/2026	GUARDIAN	Payroll accrual	2.03
202511354	05/29/2026	GUARDIAN	Payroll accrual	1.05
202511354	05/29/2026	GUARDIAN	Payroll accrual	75.60

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202511354	05/29/2026	GUARDIAN	Payroll accrual	22.80
202511354	05/29/2026	GUARDIAN	Payroll accrual	37.80
202511354	05/29/2026	GUARDIAN	Payroll accrual	1,613.19
202511354	05/29/2026	GUARDIAN	Payroll accrual	26.52
202511354	05/29/2026	GUARDIAN	Payroll accrual	11.09
			Totals for 202511354	19,863.68
202511355	05/29/2026	VOYA INSTITUTIONAL T	Payroll accrual	2,084.85
			Totals for 202511355	2,084.85
202511356	05/29/2026	US OMNI	Payroll accrual	775.00
202511356	05/29/2026	US OMNI	Payroll accrual	4,447.00
202511356	05/29/2026	US OMNI	Payroll accrual	372.50
202511356	05/29/2026	US OMNI	Payroll accrual	50.00
202511356	05/29/2026	US OMNI	Payroll accrual	865.00
202511356	05/29/2026	US OMNI	Payroll accrual	2,487.17
			Totals for 202511356	8,996.67
202511357	05/29/2026	EBC	Payroll accrual	183.48
202511357	05/29/2026	EBC	Payroll accrual	2,921.35
			Totals for 202511357	3,104.83
202511358	05/29/2026	EFTPS -- FEDERAL TAX	Payroll accrual	10.08
202511358	05/29/2026	EFTPS -- FEDERAL TAX	Payroll accrual	0.00
202511358	05/29/2026	EFTPS -- FEDERAL TAX	Payroll accrual	85.29
			Totals for 202511358	95.37
202511359	05/29/2026	EFTPS -- MEDICARE	Payroll accrual	85.29
			Totals for 202511359	85.29
202511360	05/29/2026	EFTPS -- SOCIAL SECU	Payroll accrual	10.08
			Totals for 202511360	10.08
202511361	05/29/2026	IL MUNCIPAL RETIREME	Payroll accrual	7.31
202511361	05/29/2026	IL MUNCIPAL RETIREME	Payroll accrual	11.81
			Totals for 202511361	19.12
202511362	05/29/2026	ILLINOIS DEPT OF REV	Payroll accrual	134.30
			Totals for 202511362	134.30
202511363	05/29/2026	TEACHERS' HEALTH INS	Payroll accrual	51.53
202511363	05/29/2026	TEACHERS' HEALTH INS	Payroll accrual	38.50
			Totals for 202511363	90.03
202511364	05/29/2026	TEACHERS' RET BENEFI	Payroll accrual	33.11
			Totals for 202511364	33.11
202511365	05/29/2026	TEACHERS' RET MEMBER	Payroll accrual	515.66
			Totals for 202511365	515.66
202511366	05/29/2026	GUARDIAN	Payroll accrual	13.70
			Totals for 202511366	13.70
202511367	05/29/2026	VOYA INSTITUTIONAL T	Payroll accrual	2.27
			Totals for 202511367	2.27
202511368	05/31/2026	ENGIE RESOURCES LLC	211 W STATE ST. -358117	47.41
			Totals for 202511368	47.41
202511369	05/31/2026	ENGIE RESOURCES LLC	211 W STATE ST. - 364963	203.89
			Totals for 202511369	203.89
202511370	05/31/2026	ENGIE RESOURCES LLC	3 W CENTRAL PARK PLZ - 358123	132.56
			Totals for 202511370	132.56
202511371	05/31/2026	ENGIE RESOURCES LLC	1 W CENTRAL PARK PLZ - 358119	86.20
			Totals for 202511371	86.20
202511372	05/31/2026	ENGIE RESOURCES LLC	1 W CENTRAL PARK PLZ - 358121	80.47
			Totals for 202511372	80.47
202511373	05/31/2026	ENGIE RESOURCES LLC	211 WEST STATE STREET -324574	702.38
			Totals for 202511373	702.38
202511374	05/31/2026	ENGIE RESOURCES LLC	207 WEST STATE ST. - 358115	47.41
			Totals for 202511374	47.41

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
202511375	05/31/2026	ENGIE RESOURCES LLC	205 WEST STATE ST. -358114	47.41
			Totals for 202511375	47.41
202511376	05/31/2026	ENGIE RESOURCES LLC	1 W CENTRAL PARK PLZ - 358122	62.28
			Totals for 202511376	62.28
202511377	05/31/2026	ENGIE RESOURCES LLC	(JHS) 1211 N. Diamond Street - 358120	138.43
			Totals for 202511377	138.43
202511378	05/31/2026	ENGIE RESOURCES LLC	215 S CHURCH STEET-JHS BOWL - 312620	398.43
			Totals for 202511378	398.43
202511379	05/31/2026	ENGIE RESOURCES LLC	315 W WALNUT - JHS FIELD HOUSE - 358116	275.43
			Totals for 202511379	275.43
202511380	05/31/2026	ENGIE RESOURCES LLC	215 W Walnut Street - 358124	51.61
			Totals for 202511380	51.61
202511381	05/31/2026	ENGIE RESOURCES LLC	MURRAYVILLE-WOODSON 307 MASTERS ST - 312618	1,095.53
			Totals for 202511381	1,095.53
202511382	05/31/2026	EDIGITALDEALS, INC.	Three year Milestone XProtect camera license support renewal. Covers camera at JHS, Crossroads and Central Office (PAID ONLINE)	7,400.25
			Totals for 202511382	7,400.25
202511383	05/31/2026	WINDSTREAM	LONG DISTANCE, PHONE & FAX SERVICE	62.13
			Totals for 202511383	62.13
202511384	05/31/2026	NAPA AUTO PARTS	BUS GARAGE 4 - 5W30	25.96
			Totals for 202511384	25.96
202511385	05/31/2026	NAPA AUTO PARTS	BUS GARAGE - 1 - OIL FILTER	34.99
			Totals for 202511385	34.99
202511386	05/31/2026	NAPA AUTO PARTS	BUS GARAGE - 3 - HOSE	12.90
			Totals for 202511386	12.90
202511387	05/31/2026	NAPA AUTO PARTS	BUS GARAGE - 2 - BRAKE FLUID	15.98
			Totals for 202511387	15.98
202511388	05/31/2026	NAPA AUTO PARTS	MAINTENANCE DEPT - REPEL WIPER BLADE	30.98
			Totals for 202511388	30.98
202511389	05/31/2026	NET2PHONE	EISENHOWER PHONE CHARGES	236.90
			Totals for 202511389	236.90
202511390	05/31/2026	ILLINOIS ELECTRIC CO	M/W ELECTRIC FOR NEW BUILDING	176.00
			Totals for 202511390	176.00
202511391	05/31/2026	ILLINOIS DEPT OF EMP	PAID ONLINE - MY TAX ILLINOIS - FOR UNIMPLOYMENT SECURITIES FOR 3/31/2026 (OUTSTANDING BALANCE) MATCHING BANK STATEMENT	2,691.00
			Totals for 202511391	2,691.00
202511393	05/31/2026	CONSTELLATION NEWENE	211 W STATE ST. - BG-3247922	1,182.61
			Totals for 202511393	1,182.61
202511394	05/31/2026	CONSTELLATION NEWENE	EARLY YEARS -516 Jordan St	1,632.12
			Totals for 202511394	1,632.12
202511395	05/31/2026	CONSTELLATION NEWENE	Bus Garage-837 N Main Street	904.45
			Totals for 202511395	904.45
202511396	05/31/2026	CONSTELLATION NEWENE	Field House(JHS)-315 W Walnut	623.78
			Totals for 202511396	623.78

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
202511397	05/31/2026	CONSTELLATION NEWENE	307 Masters St., Murrayville	3,727.80
			Totals for 202511397	3,727.80
202511398	05/31/2026	CONSTELLATION NEWENE	CLC 30 N. CENTRAL PARK PLZ	622.48
			Totals for 202511398	622.48
202511399	05/31/2026	CONSTELLATION NEWENE	JMS-664 Lincoln Ave	4,219.04
			Totals for 202511399	4,219.04
202511400	05/31/2026	CONSTELLATION NEWENE	EISENHOWER-1901 W Lafayette Ave	2,717.55
			Totals for 202511400	2,717.55
202511401	05/31/2026	CONSTELLATION NEWENE	WASHINGTON-524 S Kosciusko ST	116.21
			Totals for 202511401	116.21
202511402	05/31/2026	CONSTELLATION NEWENE	North-1626 State HWY 78 N	2,415.31
			Totals for 202511402	2,415.31
202511403	05/31/2026	CONSTELLATION NEWENE	JHS-1211 N. Diamond Street	10,152.67
			Totals for 202511403	10,152.67
202511404	05/31/2026	CONSTELLATION NEWENE	Lincoln-320 W Independence	466.79
			Totals for 202511404	466.79
202511405	05/31/2026	CONSTELLATION NEWENE	South-201 Dewey Drive	754.09
			Totals for 202511405	754.09
202511406	05/31/2026	CONSTELLATION NEWENE	(JHS BOWL) 215 S Church St	2,011.46
			Totals for 202511406	2,011.46
202511407	05/31/2026	PITNEY BOWES GLOBAL	PITNEY BOWES - JHS REFILL FOR POSTAGE MACHINE	1,005.00
			Totals for 202511407	1,005.00
202511408	05/31/2026	GFL ENVIRONMENTAL	TRASH SERVICE - EARLY YEARS - MAY 2026	651.84
			Totals for 202511408	651.84
202511409	05/31/2026	GFL ENVIRONMENTAL	TRASH SERVICE - DISTRICT WIDE - MAY 2026	5,152.92
			Totals for 202511409	5,152.92
202511420	06/01/2026	JAMES R COOK & EVA J	JUNE 2026 RENT FOR CROSSROADS	3,750.00
			Totals for 202511420	3,750.00
202511422	06/15/2026	EFTPS -- FEDERAL TAX	Payroll accrual	25,318.35
202511422	06/15/2026	EFTPS -- FEDERAL TAX	Payroll accrual	4,477.20
202511422	06/15/2026	EFTPS -- FEDERAL TAX	Payroll accrual	164.94
202511422	06/15/2026	EFTPS -- FEDERAL TAX	Payroll accrual	101,883.08
202511422	06/15/2026	EFTPS -- FEDERAL TAX	Payroll accrual	20,013.46
			Totals for 202511422	151,857.03
202511423	06/15/2026	EFTPS -- MEDICARE	Payroll accrual	20,013.46
			Totals for 202511423	20,013.46
202511424	06/15/2026	EFTPS -- SOCIAL SECU	Payroll accrual	25,318.35
			Totals for 202511424	25,318.35
202511426	06/15/2026	IL STATE DISBURSEMEN	Payroll accrual	1,249.43
			Totals for 202511426	1,249.43
202511427	06/15/2026	ILLINOIS DEPT OF REV	Payroll accrual	374.00
202511427	06/15/2026	ILLINOIS DEPT OF REV	Payroll accrual	60,261.94
			Totals for 202511427	60,635.94
202511428	06/15/2026	TEACHERS' HEALTH INS	Payroll accrual	7,384.45
202511428	06/15/2026	TEACHERS' HEALTH INS	Payroll accrual	5,516.13
202511428	06/15/2026	TEACHERS' HEALTH INS	Payroll accrual	123.00
202511428	06/15/2026	TEACHERS' HEALTH INS	Payroll accrual	165.21
			Totals for 202511428	13,188.79
202511429	06/15/2026	TEACHERS' RET BENEFI	Payroll accrual	4,776.21
202511429	06/15/2026	TEACHERS' RET BENEFI	Payroll accrual	106.48
			Totals for 202511429	4,882.69
202511430	06/15/2026	TEACHERS' RET MEMBER	Payroll accrual	74,111.45

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE DESCRIPTION	AMOUNT
202511430	06/15/2026	TEACHERS' RET MEMBER	Payroll accrual	1,652.11
			Totals for 202511430	75,763.56
202511431	06/15/2026	TEACHERS' RETIRE FUN	Payroll accrual	3,231.74
202511431	06/15/2026	TEACHERS' RETIRE FUN	Payroll accrual	0.00
			Totals for 202511431	3,231.74
202511434	06/15/2026	VOYA INSTITUTIONAL T	Payroll accrual	2,086.78
			Totals for 202511434	2,086.78
202511437	06/15/2026	EFTPS -- FEDERAL TAX	Payroll accrual	0.00
202511437	06/15/2026	EFTPS -- FEDERAL TAX	Payroll accrual	209.54
			Totals for 202511437	209.54
202511438	06/15/2026	EFTPS -- MEDICARE	Payroll accrual	209.54
			Totals for 202511438	209.54
202511439	06/15/2026	ILLINOIS DEPT OF REV	Payroll accrual	383.37
			Totals for 202511439	383.37
202511440	06/15/2026	TEACHERS' HEALTH INS	Payroll accrual	130.05
202511440	06/15/2026	TEACHERS' HEALTH INS	Payroll accrual	96.83
			Totals for 202511440	226.88
202511441	06/15/2026	TEACHERS' RET BENEFI	Payroll accrual	83.81
			Totals for 202511441	83.81
202511442	06/15/2026	TEACHERS' RET MEMBER	Payroll accrual	1,300.50
			Totals for 202511442	1,300.50
252608151	05/31/2026	DIGITAL SCOREBOARDS	Replacement Scoreboard Panels	-1,550.00
			Totals for 252608151	-1,550.00
252608156	05/31/2026	EDIGITALDEALS, INC.	Three year Milestone XProtect camera license support renewal. Covers camera at JHS, Crossroads and Central Office	-7,400.25
			Totals for 252608156	-7,400.25
252608222	05/29/2026	IEA/NEA	Payroll accrual	511.96
			Totals for 252608222	511.96
252608223	05/29/2026	IEA/NEA SUPPORT PERS	Payroll accrual	639.70
			Totals for 252608223	639.70
252608224	05/29/2026	JSSA	Payroll accrual	1,669.78
			Totals for 252608224	1,669.78
252608225	06/15/2026	IEA/NEA SUPPORT PERS	Payroll accrual	639.70
			Totals for 252608225	639.70
252608226	06/15/2026	JSSA	Payroll accrual	1,669.78
			Totals for 252608226	1,669.78
			Totals for checks	1,765,449.21

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATION	1,228,910.36	21,405.21	88,322.27	1,338,637.84
20	OPERATIONS & MAINTENANCE	103,497.74	0.00	104,573.44	208,071.18
40	TRANSPORTATION	63,921.75	0.00	2,472.56	66,394.31
50	MUNICIPAL RETIREMENT	152,345.88	0.00	0.00	152,345.88
*** Fund Summary Totals ***		1,548,675.73	21,405.21	195,368.27	1,765,449.21

********** End of report **********