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

Wednesday, July 17, 2024
Public Session - 6:30pm (Sign up for public comments will be open from 5:15pm - 6:15pm)
Normal West High School
501 N Parkside Rd
Normal, IL 61761

1. **CALL TO ORDER AND ROLL CALL**
2. **ADJOURN TO CLOSED SESSION(6:00p.m.)**

Recommended motion: Move to adjourn to closed session to discuss the following matter according to the exceptions provided in the Open Meetings Act and specified as follows:
•2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity and
•2(c)(11) Litigation when an action against the public body has been filed and is pending before a court, or when the public body finds that an action is probable or imminent.

3. **RECESS**
4. **RETURN TO PUBLIC SESSION**
5. **PLEDGE OF ALLEGIANCE**
6. **FOCUS ON STUDENTS AND GOOD NEWS REPORTS**
   - A Good News - BACC Skills USA 4
   - B Good News - Unit 5 Education Foundation
   - C Staff Introductions
7. **SUPERINTENDENT COMMENTS**
8. **PUBLIC COMMENTS**
9. **REPORTS**
   - A **DELT Update** **5**
   - B **1st Reading of Board Policies, Administrative Procedures and Exhibits**
     - 1 **Section 4: Operational Services**
       - a. Administrative Procedure 4.110-AP1 School Bus Post-Accident Checklist 36
       - b. Administrative Procedure 4.110-AP3 School Bus Safety Rules 39
       - c. Administrative Procedure 4.170-AP6 Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED 41
       - d. Administrative Procedure 4.170-AP8 Movable Soccer Goal Safety 45
       - e. Administrative Procedure 4.190-AP1 Targeted School Violence Prevention Program 46
       - f. Administrative Procedure 4.190-AP2 Threat Assessment Team 52
       - g. Exhibit 4.110-E1 Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses 60
       - h. Exhibit 4.170-AP2, E4 Letter to Parents Guardians About Preventing and Reducing Incidences of Sexting 61
       - i. Exhibit 4.170-AP2,E1 Letter to Parents-Guardians Regarding Student Safety 63
       - j. Exhibit 4.170-AP2,E2 Letter to Parents-Guardians Regarding Educational Programs About the Dangers of Underage Drinking 65
       - k. Exhibit 4.170-AP2,E3 Letter to Parents-Guardians About Disruptive Social Media Apps; Dangers 68
       - l. Exhibit 4.170-AP2,E6 Letter to Parents Guardians About Safe Firearm Storage 70
       - m. Exhibit 4.170-AP6,E2 Notification to Staff and Parents-Guardians of CPR and AED Video 72

n. Exhibit 4.175-AP1,E1 Informing Parents-Guardians About Offender Community Notification Laws 73
o. Exhibit 4.190-AP2, E1 Principles of Threat Assessment 74
p. Exhibit 4.190-AP2, E2 Threat Assessment Documentation 80
q. Exhibit 4.190-AP2, E3 Threat Assessment Key Areas and Questions Examples 81
r. Exhibit 4.190-AP2, E4 Responding to Types of Threats 90
s. Exhibit 4.190-AP2, E5 Threat Assessment Case Management Strategies 93
2 **Section 6: Instruction**
a. Policy 6.240 Field Trips 100
b. Administrative Procedure 6.120-AP1 Special Education Procedures 102
c. Administrative Procedure 6.240-AP1 Field Trip Approval Process 103
d. Exhibit 6.240-E1 Field Trip Request Form 106
e. Exhibit 6.240-E2 Parent Guardian Field Trip Consent and Release Form 108
f. Exhibit 6.240-E3 Privately Arranged Field Trips Acknowledgment, Waiver, and Release 110
g. Exhibit 6.240-E4 Overnight Field Trip Guidelines 111
3 **Section 7: Students**
a. Policy 7.270 Administering Medicines to Students 112
C **Requests for Information Pursuant to the Illinois Freedom of Information Act**
The District has received and processed the following requests for information:
1 FOIA List 07.17.24 117
10. **ACTION**
A **Approve Contract for Renewal of Charter and Operation of Charter School with YouthBuild McLean County Charter School for a 5 Year Term** **118**
B **Approve Superintendent's Contract** **256**
11. **CONSENT AGENDA**
A **Approval of Minutes**
Minutes are not released for public viewing until approved by the Board of Education
1 06.12.24 Closed Minutes
2 06.12.24 Regular Minutes
B **Personnel Matters** **268**
C **Payment of Bills and Payrolls**
1 Bills & Payroll Reports 272
D **Approve Finance Department Reports**
1 Financial Statements for May 2024 319
E **Approve Board Policies, Administrative Procedures, and Exhibits**
1 **Section 2: Board of Education**
a. Administrative Procedure 2.150-AP1 Superintendent Committees 327
b. Administrative Procedure 2.170-AP1 Qualification Based Selection 336
c. Administrative Procedure 2.260-AP1 Guidelines for Investigating Complaints and Allegations of Misconduct 338
d. Administrative Procedure 2.260-AP2 Nondiscrimination Coordinator and Complaint Manager 341
e. Administrative Procedure 2.265-AP1 Title IX Sexual Harassment Response 345
f. Administrative Procedure 2.265-AP2 Formal Title IX Grievance Process 350
g. Exhibit 2.140-E1 Guidance for Board Member Communications, Including Email Use 359
h. Exhibit 2.250-E1 Written Request for District Public Records 362
i. Exhibit 2.250-E2 Immediately Available District Public Records and Web-Posted Reports and Records
j. Exhibit 2.265-E1 Title IX Sexual Harassment Glossary of Terms 363
2 **Section 4: Operational Services**
a. Administrative Procedure 4.45-AP1 Insufficient Fund Checks 367

b. Administrative Procedure 4.55-AP1 Controls for the Use of District Credit and Procurement Cards 368
c. Exhibit 4.45-E1 Cover Page Documenting the Process to Seek Offset From the Illinois Office of the Comptroller 370
d. Exhibit 4.45-E2 Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge 373
3 **Section 5: Personnel**
a. Administrative Procedure 5.10-AP1 Workplace Accommodations for Nursing Mothers 375
b. Administrative Procedure 5.90-AP1 Coordination with Childrens Advocacy Center 376
4 **Section 6: Instruction**
a. Policy 6.50 School Wellness
b. Administrative Procedure 6.60-AP1 Comprehensive Health Education Program 382
5 **Section 7: Students**
a. Policy 7.190 Student Behavior 387
b. Administrative Procedure 7.10-AP1 Transgender, Nonbinary, and Gender Non-Conforming Students 395
c. Administrative Procedure 7.20-AP1 Harassment of Students Prohibited 401
d. Exhibit 7.10-E1 Equal Educational Opportunities Within the School Community 403
e. Exhibit 7.190-E2 Student Handbook Checklist 405
F **Approve Requests for Authorization to Use Fire Prevention and Safety Funds**
1 **Ten Year Survey - Fox Creek Elementary** **419**
2 **Ten Year Survey - Grove Elementary** **424**
G **Approve Resolution of the Board of Education Community Unit School District No. 5, McLean and Woodford Counties, Illinois Authorizing Interfund Loans From Fund Reserves to Other Funds** **429**
H **Approve Resolution of the Board of Education Community Unit School District No. 5, McLean and Woodford Counties, Illinois Authorizing Interfund Loans From Working Cash Fund to Other Funds** **430**
I **Approve Wages and Benefits for Specific Classes of Employees for the 2024-25 School Year** **431**
J **Approve Schedule B Adjustments** **434**
K **Appoint Curt Richardson as Expulsion Hearing and Suspension Review Officer for the District for the 2024-2025 School Year**
L **Approve 2024-25 Early Learning, Elementary, Junior High and High School Handbooks** **435**
M **Approve the Use of Open Attendance Area 7** **796**
N **Approve Overnight Trip Requests**
1 Overnight Trip Request - NCHS FBLA 802
2 Overnight Trip Request - NCWHS 24-25 Overnight Trips 803
12. **BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS**
13. **ADJOURNMENT**

McLean-DeWitt Education for Employment #350

Bryce Hansen
Director

Suzanne Adams
Assistant Principal

PARTICIPATING SCHOOLS

Bloomington
Blue Ridge
Calvary Christian
Central Catholic
Clinton
Cornerstone Christian
El Paso-Gridley
Fieldcrest
Heyworth
Le Roy
Lexington
Normal Community
Normal West
Olympia
Ridgeview
Tri-Valley
University High

P.O. Box 7
1202 East Locust
Bloomington, IL 61702-5187

Phone: (309) 829-8671
Fax: (309) 828-3546
www.district87.org/bacc

July 15, 2024

Student Recognition at July 17, 2024 Unit 5 Board Meeting

Dr. Weikle, Ms. Ripka, Ms. Codron, Dr. Zbrozek, and Members of the Unit 5 School board,

I would like to honor the following Unit 5 high school students for their accomplishments at the state SkillsUSA competition in April: Alexis Cabinaw-Martinez, Avery Hall, Joseph Kazigwa, Lizeth Sandoval, and Tiernan Orr. On an annual basis, Bloomington Area Career Center students compete in the state SkillsUSA competition against other area career centers and high schools. This year, BACC took 43 students to compete in their areas of study. Competition types vary, and include written and performance competitions. Students that receive first place in their competition have the opportunity to compete at the SkillsUSA National Conference in Atlanta in June.

Alexis Cabinaw-Martinez - Silver Medalist in the Crime Scene Investigation Competition - Criminal Justice and Law Enforcement student

Avery Hall - Gold Medalist in the Promotional Board Competition - Graphic Design and Video Production student

Joseph Kazigwa - Silver Medalist in the Technical Computer Applications Competition - Computer Technology and Networking student

Lizeth Sandoval - Bronze Medalist in the Baking and Pastry Arts Competition - Culinary Arts student

Tiernan Orr - Gold Medalist in the Technical Computer Applications Competition - Computer Technology and Networking student

We are very proud of these students for their hard work, commendable attitudes, and commitment to learning.

Sincerely,

Bryce Hansen

McLean Equity Action Plan School Year 2024 in Review

District Equity Leadership Team
July 17, 2024

Unit 5 BOE Statement

The Unit 5 Board of Education is committed to dismantling systemic barriers to learning and educational success for every student. In doing so, Board Members pledge to pursue educational equity and excellence for all and empower a climate and culture of respect for students, families, and staff. This commitment advances Unit 5's mission, philosophy, and equity action plan.

DELT Equity Statement

McLean County Unit 5 recognizes that "educating each student to achieve personal excellence" requires a commitment to diversity, equity and inclusion. The district will work proactively to create a safe and welcoming environment for all regardless of identity including, but not limited to: race, ethnicity, sex, nationality, ability/differently-abled, immigration status, religion, sexual orientation, gender identity, gender expression, socioeconomic status, and language. This includes ensuring systemic and continuous development toward advancing equity within all policies and practices while removing institutional barriers that affect student learning and achievement.

Teaching for Equity Framework~

McLean Equity Action Plan 2024 Review

District Equity Leadership Team: Strands

01	Systems
02	Professional Development
03	Teaching & Learning
04	Student Voice Climate & Culture
05	Families and Community as Agency

Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibilities.

Strand Members: Emily Castrejon, Mariana Nicasio, Heather Rogers, Jason Sabrin, Dave Schumer, Latysha Watson, Dr. Weikle, Cameo Williams

Unit 5 Equity Action Plan

Systems

	Objective	Measure	Timeline
# 1.2	**Review BOE policies and procedures through an equity lens.**	Policy Committee & P/T Advisory Committee	**Sept. 2023 - Ongoing**
# 1.3	**Develop a set of questions to be considered for each building/dept. in review of webpages and social media platforms**	**Webmasters, Building Administrators, Department Directors**	**May 2024**

Unit 5 Equity Action Plan

Systems

	Objective	Measure	Timeline
# 1.5	Develop a staff retention plan	Affinity Group, New Teacher Grant	May 2024
# 1.6	Implement the DELT roll-on/roll-off process	Delt Interest Survey	May 2024

Systems Highlights

- Prioritized list of policies for the Parent-Teacher Advisory Committee to review
- Policy Committee reviewed policies, procedures, and exhibit through an inclusive and equitable lens
- 17 new members joined DELT during the 23-24 school year
- Opportunities to support historically marginalized staff through affinity groups

Metrics

- **Eight policies, procedures, and exhibits were reviewed by the Parent-Teacher Advisory Committee**
- **Increased the retention of African-American teachers from 92% (2021) to 94.3% (2023)***
- **Increased BIPOC administrators from 5% (2021) to 14% (2023)***
- **Four Unit 5 Affinity Groups - New teachers, BIPOC teachers, Outdoors, Sports Lovers**

*Illinois School Report Card Data

Teaching & Learning

To intentionally embed equity-driven pedagogy in curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming for the purpose of advancing equity among all students.

Strand Members: Maggie Lakebrink, Moe Backe, Julie Hagler, Carrie Chapman, Jenny Miller

Unit 5 Equity Action Plan

Teaching & Learning

	Objective	Measure	Timeline
2.2	**Implement a training plan for all educators to incorporate culturally responsive pedagogy and practices.**	Trainings developed & provided to all staff on Institute Days	Completed April 2024
2.3	**Develop a framework for educators to analyze academic, behavioral, and social emotional data across multiple contexts with an equity lens.**	Tied SIP Goal work to Cycles of Inquiry; Shared with staff at all Equity trainings	Completed April 2024

Unit 5 Equity Action Plan

Teaching & Learning

	Objective	Measure	Timeline
2.4	**Develop a list of potential curriculum work to be done in addressing equity issues.**	Review staff responses to curriculum need survey	Completed March 2024

Teaching & Learning Highlights

- **Topics of Institute Day trainings included:**
  - **reviewing cycles of inquiry model**
  - **applying the model to building-based SIP goals**
  - **furthering staff knowledge & use of restorative practices:**
    - **affective language**
    - **circles - team building, instructional, etc**
    - **social discipline window**
    - **fair process**

Teaching & Learning Metrics

Metrics

Training

- 5 trainings were created and presented to all staff on Institute days over the course of the 23-24 school year

Staff Survey Results

- 435 members completed the curriculum need survey to provide input regarding resources needed to grow inclusive practices within the classroom setting.

Professional Development

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of educational equity.

Strand Members: Michelle Lamboley, Courtney McClure, Leslie Davenport, Dr. Angie Codron, Monique Hall

Unit 5 Equity Action Plan

Professional Learning

	Objective	Measure	Timeline
4.1	**Include a process for the Continuous updating of the onboarding in-person and online training to reflect DEI training concepts past and current**	(M/I 4.1a) Qualitative: annual update of the new staff training and the online video	Start August 2024; Continuous Yearly
4.2	**Embed the past trainings topics (microaggressions, implicit bias, and identity, framework, we believe statements, etc) into the equity trainings to build a review plan/proactive plan for when these topics occur within training discussions and availability on the DEI Dashboard**	(M/I 4.2a) Qualitative: discussion between strands	Start June 2024, continuous yearly

Unit 5 Equity Action Plan

Professional Learning

	Objective	Measure	Timeline
#4.3	**Build a way to develop a PD requests for DEI trainings and/or resources (Ex. lead/request training, lead/request book study, etc)**	(M/I 4.3a): Quantitative: Review the request responses yearly to plan for future trainings/offerings to develop an all district "Summit" type PD day with DEI focus	September 2024; Spring/ Summer 2025
#4.4	**Create an accountability plan that measures impact of equity training throughout the district**	(M/I. 4.4a) Quantitative: Creation of an infographic for each school building and equity data current reality and celebrations	September 2024

Unit 5 Equity Action Plan

Professional Learning

	Objective	Measure	Timeline
#4.4	**Create an accountability plan that measures impact of equity training throughout the district**	(M/I. 4.4b) Qualitative: review feedback from admin/staff/trainers about support needed following trainings	Continuous Yearly
#4.5	**Incorporate individualized PD within the DEI Hub**	(M/I. 4.5) Qualitative: Align DEI Hub resources with PD requests and past training topics	Summer/Fall 2024; Continuous Yearly

Professional Learning Highlights

- Yearly plan for updating the onboarding video
- Development of a review slide deck that incorporates training topics from previous years to be used at opening day institute trainings
- Creation of a way for staff voice to be used in the professional development planning for a “DEI Summit” conference
- Accountability plan through a common school/district infographic to share current realities and celebrations of our equity and school improvement plan work
- Creation of DEI Dashboard sub-committee

Professional Learning Metrics

Training

- 5 trainings were created and presented to all staff on Institute days over the course of the 23-24 school year

Impact Statements

- A question will be added on the exit surveys for each training to capture the impact of the equity topic on individuals and their school spaces

Infographic Template

- A common infographic will be completed by each school sharing their current realities and celebrations in our equity work

Student Voice, Climate & Culture

To consistently seek students' feedback and experiences on organizational culture and climate.

Strand Members: Sylvester Davis, Terri Peoples, Christina Ellis, Kelly Fitzgerald, Darrin Cooper, Liz Tomera, Courtney Knowles

Unit 5 Equity Action Plan

Student Voice Climate & Culture *To consistently seek students' feedback and experiences on organizational culture and climate.*

Objective	Measure	Timeline
3.1 Expand the district level Student Equity Advisory & Action Team (SEAAT) to address diversity, equity and inclusion in our district.	3.1a: (DELT) Continue to assist in identifying diverse voices from the middle and high school. This groups of students would serve on the SEAAT team. 3.1b: SEAT:Review of Mission Statement for SEAT and establish norms. 3.1c: Review goals and objective for SEAT. 3.1d: Logistics of SEAT meeting schedule 3.1e Discuss the creation of a reporting document at the elementary level.	27

Unit 5 Equity Action Plan

Student Voice Climate & Culture *To consistently seek students' feedback and experiences on organizational culture and climate.*

	Objective	Measure	Timeline
3.2	**The district will decrease its racial and student group discipline disproportionality and develop proactive practices to nurture a positive, meaningful relationship with each student.**	3.2a: Reviews of racial and student group discipline among each school leadership team. 3.2b: Transparent communication with school staff about racial and student group discipline data	Ongoing

SVCC Highlights

- Increased focus on mental health
- Additional mental health supports put in place for 2024-2025
- Increase visibility of Secondary Schools Guidance Counselors and services availability for all students
- Increased SEAAT members' understanding of district behavioral data trends by analyzing EduClimber data through whole group discussion and reflection
- SEAAT member BOE presentation

SVCC & SEAAT by the Numbers

20

Members of SEAAT representing our diverse students

All 6 Secondary School Represented

4 Meetings

3 Virtual + 30

1 In Person

Family & Community as Agency

To partner with all families and the community for authentic opportunities to serve the students, the school, and district.

Strand Members: Dayna Brown, Gina Tenuta, Bryan Thomas, Susan Steinbach, Leslie Webb, Kelly Winter, Jen Sikes

Unit 5 Equity Action Plan

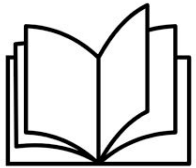
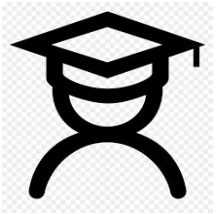
Family and Community as Agency

	Objective	Measure	Timeline
#5.1	Implement inclusive and effective communication to families to build intentional partnerships		
#5.3	Build diverse relationships throughout the community		

FCA Highlights

- Overall progress towards linguistic accessibility
- District wide access to Talking Points translation services for ease of communication with all families regardless of home language spoken
- Create a form for staff to utilize to request translation services
- Identify top 3 languages translation services needed
- Hired additional family coordinators at the secondary level
- Build a network of community agencies to support diversity, equity and inclusion
- Utilized community agencies to address housing insecurities
- Community partnerships provide culturally representative clothing and hygiene products
- Rolled out new website!!

2024 -2025 Equity Action Planning

Systems	Teaching & Learning	Professional Learning	Student Voice, Climate & Culture	Families & Communities as Agency
				

Thank you

Administrative Procedure - School Bus Post-Accident Checklist

Driver Post-Accident Procedures

1. Immediately after an accident:

   - Activate the hazard lights
   - Place the transmission in neutral and set the parking brake (manual) or place in park (automatic)
   - Turn off the ignition and remove the key
   - Locate and place the warning devices

2. The first consideration is whether it is safer to evacuate the students or to have them remain on the bus. 23 Ill. Admin. Code §1.510(l)(1).

3. Check for injuries, using the passenger list (if available) to indicate injuries. Immediately notify the pre-designated emergency and police services, and administer first aid. As soon as possible, notify the District or transportation office.

4. Don't leave students unattended and/or unsupervised. However, if you must leave to attend to the vehicle or warning devices, leave a responsible student in charge.

~~4.~~5. Check for conditions that could cause fires, including a ruptured fuel tank, leaking or broken fuel lines; and/or hot tire, etc. *Do not touch a suspected hot tire*. Place your hand near it to see if heat is radiating off of it.

~~5.~~6. When notifying the District or transportation office, give the following information:

   - Seriousness of the accident
   - Location and time of ~~incident~~accident
   - Bus number and route number
   - School
   - Number of students on board
   - Extent of any injuries
   - Condition of vehicle
   - Weather/road conditions
   - Any other pertinent information

~~6.~~7. Stay with the children until help arrives. Do not release any student, even to parents, unless instructed to do so by police or the District or transportation office. Parents/guardians are not allowed on the bus.

~~7. Don't leave students unattended and/or unsupervised. However, if you must leave to attend to the vehicle or set out reflectors, flares, flags, or other warning devices, do so only when the safety of all children is secure and leave a responsible student in charge.~~

8. Stay vigilant for the continued safety of everyone at the scene and:

   - **Never** attempt to direct traffic.
   - **Never** move the vehicle before the police arrive, unless absolutely necessary to avoid a traffic hazard.

- **Never** discuss liability or fault, or sign anything until someone from the District or transportation office arrives. Do not discuss details of the accident with the media.
- **Never** move an injured person unless the person's life is in jeopardy.

9. Cooperate with law enforcement. Provide concise and clear answers and details. Give your name, address, driver's license and bus driver permit numbers.

10. If your vehicle strikes an animal ~~(pet)~~, continue until it is safe to stop, keeping in mind that the sight of an injured ~~pet~~ animal could upset the children on the bus. Park the vehicle and radio the District or transportation office with the information. The office will notify the proper authorities.

11. The District or transportation office, when notifying the school, may suggest that personnel follow-up with students to minimize trauma or emotional after-effects.

Information Gathering

While at the accident scene the driver and/or transportation supervisor shall:

1. Obtain the name, address, date of birth, and seating position of every passenger on the bus.

2. If possible, obtain the names, addresses, driver's license numbers and phone numbers of any witnesses.

3. Regarding other vehicles involved in the accident, obtain the:

   - Other drivers' names
   - Other drivers' license numbers
   - Other drivers' addresses and phone numbers
   - Make, model, year, and license plate numbers of other involved vehicles
   - Other drivers' insurance carrier information
   - Name, address, and phone numbers of passengers in other involved vehicles

District or Transportation Office Responsibilities

1. Confirm that police and emergency services as appropriate were notified. An ambulance need not be called to the accident scene unless there are obvious injuries or complaints.

2. Send a transportation supervisor to the accident scene to assist the bus driver.

3. Arrange for the parents/guardians of children on the bus to be contacted.

4. Arrange alternate transportation for the children.

5. Contact the District's insurance carrier as soon as possible and follow its instructions.

6. Help the bus driver complete accident report forms, including insurance forms. Complete the Ill. State Board of Education's *School Bus Accident Report*, www.isbe.net/Documents/50-26_school_bus_accident.pdf and forward to the Regional Superintendent immediately after any accident.

7. Obtain any accident reports completed by third parties, including police reports.

Post-Accident Alcohol and Drug Testing

1. This section's provisions are required by 49 C.F.R. §382.303. For drug and alcohol testing requirements, see Board ~~policy~~ Policy 5.285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*; and Administrative procedure 5.285-AP1, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

2. School bus drivers shall be provided the necessary post-accident alcohol and drug testing information, procedures, and instructions before operating a bus.

3. As soon as practicable after an accident involving a school bus, the driver shall be tested for alcohol and controlled substances if:

   a. The accident involved the loss of human life;
   b. The driver receives a citation for a moving traffic violation arising from the accident; or
   c. A law enforcement officer directs that such a test be given. 625 ILCS 5/6-516.

4. If a required alcohol test is **not** administered:

   a. Within two hours, the District must prepare and maintain a file or record stating why the test was not properly administered.
   b. Within eight hours, the District shall cease attempts to administer an alcohol test and shall prepare the same record.

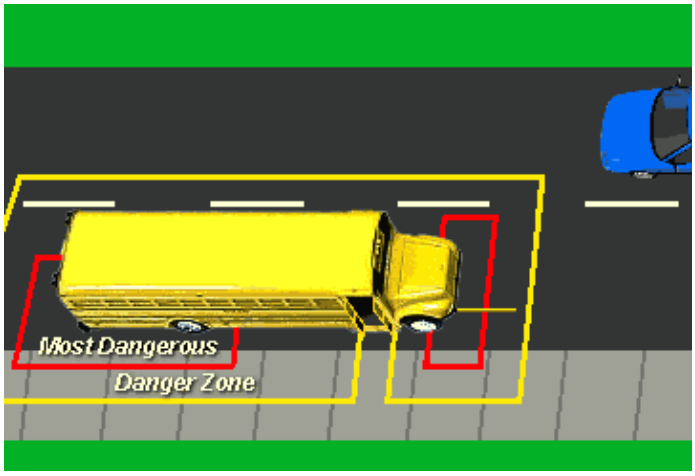
5. If a required controlled substance test is **not** administered within 32 hours, the District shall cease attempts to administer the test, and shall prepare and maintain a file or record stating why the test was not properly administered.

6. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until undergoing a post-accident alcohol test.

Vehicle Inspection

Following an accident, each damaged bus component must be inspected before the bus is returned to service. 625 ILCS 5/13-109.

Administrative Procedure - School Bus Safety Rules



The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Be aware of moving traffic and pay attention to your surroundings.

~~1.~~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

~~2.~~3. Arrive on time at the bus stop and stay away from the street while waiting for the bus.

~~3.~~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.

~~4.~~5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.

~~5.~~6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, ~~iPods®~~computers, ~~iPads®,~~ smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones.

~~6.~~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.

~~7.~~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.~~

Adopted: October 14, 2009
Reviewed: ~~June 2014~~July 2024
Amended: July 9, 2014

~~8.~~9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.

~~9.~~10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) 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.~~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, even after the driver's signal.

~~11.~~12. Never run back to the bus, even if you dropped or forgot something.

Additional Resources

National Highway Traffic Safety Administration – ~~**Traffic Safety Toolkit**~~**School Bus Safety**
~~www.nhtsa.gov/parents/parents-bus-html~~https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html

U.S. Department of Transportation - **School Bus Safety Campaign Material**
www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material

National Safety Council – ~~**School Bus Safety Rules**~~**Tips for a Safe Ride**
~~www.nsc.org/news_resources/Resources/Documents/School_Bus_Safety_rules.pdf~~www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus

Illinois State Police – **School Bus Safety**
~~www.isp.state.il.us/docs/5-542.pdf~~https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.pdf

Ill. State Board of Education – **School Bus Safety What Parents Should Know**
~~www.isbe.net/funding/pdf/bus_safety_parents.pdf~~www.isbe.net/Documents/bus_safety_parents.pdf

Ill. State Board of Education – **Instructions To School Bus Riders** ~~(pg. 102)~~
~~www.isbe.net/funding/pdf/bus_safety_teach_guide.pdf~~www.isbe.net/Documents/bus_ride_instruct.pdf

~~ILSOS – Parent information flyer, games etc.~~
~~www.cyberdriveillinois.com/departments/drivers/traffic_safety/school_bus_safety/home.html~~

Administrative Procedure - Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED

The following operations implement Board ~~policy~~ Policy 4.170, *Safety*, requiring a plan for responding to medical emergencies at a physical fitness facility. These operations shall be completed consistent with the Physical Fitness Facility Medical Emergency Procedures Act, 210 ILCS 74/, and the Illinois Department of Public Health (IDPH) Rules, Part 527, Physical Fitness Medical Emergency Preparedness Code. Any definitions of terms found in this Act and IDPH implementing ~~Rules~~ rules are used as the definitions of those terms in this ~~Procedure~~procedure. 77 Ill. Admin. Code Part 527.

Actor	Action
Superintendent or designee	Appoints a staff member to coordinate the operations in this Procedure who will be known as the *Plan Coordinator*. Plan Coordinator: _____ Name Position Files this plan with the ~~Dept. of Public Health~~IDPA, Division of EMS & Highway Safety, ~~500 E. Monroe - 8th~~422 S. 5th St. – 3rd Floor, Springfield, IL 62701. Files an updated plan with the IDPH after a change in the facility that affects the ability to comply with a medical emergency, such as the facility was closed for more than 45 days. 77 Ill. Admin. Code §527.400(a)&(c). ~~Records d~~Dates plan submitted~~.~~: _____ _____ _____ Decides, with input from the Plan Coordinator, the schedule for purchasing ~~new~~ and maintenance of AEDs. See 210 ILCS 74/50 for compliance date schedule(s). If the AED becomes inoperable, the ~~district~~ District must replace or repair it within ~~30~~ 10 days. Persons using the facility must be notified if an operable AED is not on the premises. The AED shall be mobile and accessible at all times when the AED is operable. 77 Ill. Admin. Code §527.600. Designates each Building Principal as the individual who must be notified in the event of a medical emergency. 77 Ill. Admin. Code §527.400(a). See Directory of Facilities

	Follows the requirements of 77 Ill. Admin. Code §527.500 upon receiving a completed report that an AED was used. Cooperates to provide information that may be necessary for non-transport vehicle (defined at 77 Ill. Admin. Code §515.825) in compliance with 77 Ill. Admin. Code §515.350 (requires documentation of all medical care provided and a report to the EMS System within 24 hours for the EMS System to review) and provides information to IDPH upon request.
Plan Coordinator	**Responsibilities Concerning Emergency Responders** With the Building Principal, identifies all staff members who, through their education or training, are appropriate emergency responders for specific facilities. If possible, train all emergency responders in CPR and AED use. See Emergency Response Providers **Responsibilities Concerning AED Users** Determines the appropriate number of trained AED users and anticipated rescuers or users needed for each facility equipped with an AED. Each facility with an AED must have at least one trained AED user on staff during staffed business hours (210 ILCS 74/15 and 77 Ill. Admin. Code §527.600) and take reasonable measures to ensure that anticipated rescuers or users are trained pursuant to 410 ILCS 4/15 and 77 Ill. Admin. Code §527.800. Working with the Building Principal, identifies trained AED users and requests that other appropriate staff members and anticipated rescuers or users become trained. See Trained AED Users **Responsibilities Concerning AED Registration** Coordinates with local emergency medical services systems. 77 Ill. Admin. Code §527.500. Notifies an agent of the local emergency communications or vehicle dispatch center of the existence, location, and type of the automated external defibrillator. (410 ILCS 4/20(b); 77 Ill. Admin. Code §527.500. Cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of AED (77 Ill. Admin. Code §515.350). 77 Ill. Admin. Code §525.500. **Responsibilities Concerning Location of AED and Other First Aid Equipment** **Indoor Facility** - Decides, with input from the Building Principal or designee, where to place the AED and other first aid equipment so that their location will be conspicuous, easily accessible, and convenient; the AED must be mobile and accessible at all times. 77 Ill. Admin. Code §527.600.

	Outdoor Facility - Ensures that the AED is placed within 300 feet of the outdoor facility in an open building with unimpeded access that has marked directions to the AED at its entrances. 210 ILCS 74/15(b-10) and 77 Ill. Admin. Code §527.600(c). Keeps a copy of the AED's manual with the AED. 77 Ill. Admin. Code §527.700(b). **Responsibilities Concerning Notification and Posting** Along with the Building Principal, notifies all staff members of the location of any AEDs as well as the instructions for responding to medical emergencies. 77 Ill. Admin. Code §527.800(b). **Responsibilities Concerning Training** Coordinates, with input from the Building Principal, the training of: (1) all staff members who regularly supervise students in physical fitness facilities in the use of CPR and, if appropriate, AEDs, and (2) any non-employee coaches, instructors or other similarly situated anticipated rescuers or users. 77 Ill. Admin. Code §527.800 and 210 ILCS 74/15(b-~~5~~) and (b-~~10~~5). **Responsibilities Concerning Instructions for Responding to Medical Emergencies** ~~- 77 Ill.Admin.Code §527.800(b).~~ Along with the Building Principal, notifies all facility staff of the location of any AEDs, and the *Step-by-Step Emergency Response Plan* described below 77 Ill. Admin. Code §527.800(b). Coordinates, along with the Building Principal, the posting of the *Step-by-Step Emergency Response Plan* described below. 77 Ill. Admin. Code §527.800(b) **Responsibilities Concerning Maintenance and Testing of AEDs** Ensures that all AEDs are maintained and tested according to manufacturer's guidelines. 77 Ill. Admin. Code §527.700(a) and 210 ILCS 74/15(c). Keeps a copy of the maintenance and testing manual at the facility and keeps a copy of the manual with each AED. 77 Ill. Admin. Code §527.700(b).
Building Principal	In a conspicuous place in the physical fitness facility, posts: (1) the list of all staff members who are emergency responders, and (2) the *Step-by-Step Emergency Response Plan* described below. 77 Ill. Admin. Code §527.400(a). Posts a notice at the facility's main entrance stating that an AED is located on the premises. Receives notice in the event of a medical emergency. 77 Ill. Admin. Code §527.400(a).
School Nurse(s)	Along with the Plan Coordinator, helps staff members understand the instructions for responding to medical emergencies.

	These instructions must provide that the AED should be operated only by trained AED users, unless the circumstances do not allow time to be spent waiting for a trained AED user to arrive. 77 Ill. Admin. Code §527.800(c).
Trained AED User(s) and/or Other Emergency Responder(s)	According to their training, uses appropriate emergency responses upon the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person required urgent or unscheduled medical care. 77 Ill. Admin. Code §527.400(a). According to their training, uses the AED to help restore a normal heart rhythm. 77 Ill. Admin. Code §527.400(a). Calls 9-1-1 for medical emergencies and whenever an AED is used. 77 Ill. Admin. Code §527.400(b). Informs the Building Principal whenever the AED or other emergency response is used. 77 Ill. Admin. Code §527.400(b). Whenever an AED is used, cooperates and provides any information requested by~~-~~ the local emergency communications or vehicle dispatch, so they can complete a Data Collection and Submission report about the use of the AED (77 Ill. Admin. Code §515.350). 77 Ill. Admin. Code §525.500.
All Facility Staff Members and Users	Follow the *Step-by-Step Emergency Response Plan* described ~~here~~below: 1. Immediately notify the building's emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances, call 9~~-~~1~~-~~1 without delay. 2. Bring the first aid equipment and AED to the emergency scene. The AED should be operated only by trained AED users for the intended purpose of the AED, unless the circumstances do not allow time for a trained AED user to arrive. 3. Immediately inform the Building Principal or designee of the emergency. 4. The emergency responder will take charge of the emergency. This person will apply first aid, CPR, and/or the AED, as appropriate. 5. If necessary, the emergency responder instructs someone to call 9~~-~~1~~-~~1, providing the location in the building and which entrance to use. This person should make sure someone is sent to open the door for paramedics and guide them to the scene. 6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim's parent/guardian or ~~relative~~other emergency contact. 7. If an AED was used, the person using it cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the ~~DATA~~ Data Collection and Submission report about the use of the AED. If appropriate, a supervising staff member completes an accident report. 8. If an adult refuses treatment, the emergency responder documents the refusal and, if possible, asks the adult to sign a statement stating that he or she refused treatment.

Administrative Procedure – Movable Soccer Goal Safety

Actor	Action
Superintendent or designee	Requires all Building Principals to: 1. Identify any movable soccer goal that the District owns or controls and is on school grounds, and 2. Ensure that supervisors comply with the Movable Soccer Goal Safety Act a/k/a *Zach's Law*. ~~(~~430 ILCS 145/~~)~~.
Building Principal	Reviews the Ill. ~~Department~~ Dept. of Public Health's assistance materials found at ~~www.idph.state.il.us/soccer_goal_safety/index.htm~~https://dph.illinois.gov/topics-services/prevention-wellness/injury-violence-prevention/soccer-goal-safety. Identifies any movable soccer goals on school grounds, or that the school owns or controls. Implements the Movable Soccer Goal Safety Act (430 ILC 145/) by, among other things, instructing staff members to properly secure or anchor a movable soccer goal when installing, setting up, maintaining, or moving one.

Administrative Procedure - Targeted School Violence Prevention Program

This administrative procedure establishes a Targeted School Violence Prevention Program. It defines important terms and outlines actions for specific staff members to execute, and is adapted from the premier best practice model as of this publication: *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, ~~Second~~ Fifth Edition (~~2016~~2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: ~~www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf~~https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg-dec2022_mpd.pdf.

This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Establishment and Function of Targeted School Violence Prevention Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and Recovery

Glossary of Terms

Aberrant Behavior – Behavior that is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior involves actions, statements, communications, or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or actions that are reasonably perceived as threatening or causing concern for the well-being of the person. These can include (but are not limited to):

- Unusual ~~social distancing~~withdrawal or isolation of subjects from peers and family members;
- Sullen or depressed behavior from ~~a usually~~an otherwise friendly and positive person;
- Atypical or ~~Out~~out-of-context outbursts of verbal or physical aggression;
- Increased levels of agitation, frustration, ~~and~~ or anger;
- Confrontational, accusatory, or blaming behavior;
- An ~~unusual~~ atypical interest in or fascination with weapons or acts of violence; and/or
- Fixation on violence as a means of addressing a grievance.

Pose a Threat – To pose a threat means an individual has, or is in the process of obtaining, the intent and capability to cause harm to self or others through planning and preparation.

Protective Factors – Characteristics or resources that make it less likely that an individual will engage in violence.

Risk Factors – Characteristics that make it more likely that an individual may engage in violence. Risk factors are usually stable over time.

School Environment – Broadly characterized as a school or school facility's learning and working environment; it includes the physical environment of school buildings and grounds, all services and programs provided by the District, and the overall school climate.

School Climate – ~~a~~ A part of the school environment, school climate is the quality and character of school life. School climate is based on patterns of students', parents'/guardians', and staffs' experience of school life; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

School Threat Assessment Team – A multidisciplinary building-based behavior threat assessment team lead by the Building Principal and consisting of the Building Principal, associate or assistant principals, the school resource officer, one or two classroom teachers, a special education teacher, the school counselor, the school psychologist, the school social worker, and the school nurse. For information about the function of Threat Assessment Teams and their procedures, see 4~~:~~. 190-AP2, *Threat Assessment Team*.

Targeted School Violence – Includes school shootings and other school-based attacks where a school or a member of the school community was deliberately selected as the target of the attack and was not simply a random target of opportunity.

Targeted School Violence Prevention Plan – A District-wide plan that is incorporated as an annex into the District's Emergency Operations Plan (EOP) template in 4~~:~~.170-AP1, *Comprehensive Safety and Security Plan*. A Targeted School Violence Prevention Plan is collectively implemented by local school officials, District staff, students, families, and the community with the goal of preventing and identifying threats and targeted school violence. Under a properly implemented Targeted School Violence Prevention Plan, schools can respond to individuals/situations that raise safety concerns.

Threat – A concerning communication or behavior that indicates an individual may pose~~s~~ a danger to the safety of the school, staff, students, or visitors through acts of violence or other behavior that could cause harm to self or others. The threat may be communicated verbally, through nonverbal behavior, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or a third party, and regardless of whether the target of the threat is aware of the threat. For more information on types of threats, see the subheads **Glossary of Terms** and~~entitled~~ **Assessing and Classifying Threats** in 4~~:~~.190-AP2, *Threat Assessment Team*.

Threat Assessment – A systematic, fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially disruptive, dangerous, or violent situations, to assess them, and to manage/address them.

Warning Signs – Characteristics or behaviors that are associated with a current or escalating risk of violence. These tend to be dynamic, acute, and often associated with new stresses, events, losses, or failures.

Establishment and Function of Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a Targeted School Violence Prevention Plan into the District's existing policies and procedures.

Actor	Action
Superintendent	Appoints members of the District Safety Team in addition to the Director of Safety and Security and Attorney for the District (see 4~~:~~.170-AP1, *Comprehensive Safety and Security Program*) Determines whether to recommend that the Board assess the District's conditions for development and learning (see 7~~:~~.180-AP1, *Prevention, Identification, Investigation, and Response to Bullying,* for resources and more discussion). Informs the Board of the District Safety Team's progress, needs, and recommendations by adding information items to the Board's agendas as needed. Prior to the start of each school year, files 4.190-AP2, *School Threat Assessment Teams*, and a list identifying the members of all school threat assessment teams with: (1) a local law enforcement agency, and (2) the Regional Office of Education. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175. Informs the Board that this filing was completed.
Director of Safety and Security	Chairs and convenes District Safety Team meetings for the purpose of developing a Targeted School Violence Prevention Plan annex.

Actor	Action
	Informs the Superintendent of the District Safety Team's progress, needs, and recommendations as needed.
District Safety Team	Meets when called by the Director of Safety and Security for the purpose of: (1) developing a Targeted School Violence Prevention Plan annex, and (2) creating, implementing, and monitoring Threat Assessment Teams. For more information about the function of School Threat Assessment Teams, see 4~~:~~.190-AP2, *School Threat Assessment Teams*. See Recommendation #1 from the *Recommendations of the Illinois Terrorism Task Force School Safety Working Group*, encouraging districts to establish Threat Assessment Teams, at www.iasb.com/IASB/media/School-Safety/ITTFSchoolSafetyRecommendations.pdf. Ensures that the District's Targeted School Violence Prevention Plan annex complies with applicable civil rights statutes and other State and federal laws. Ensures that all District staff are annually trained and understand the Targeted School Violence Prevention Plan annex, the role of the District Safety Team, and the role a School Threat Assessment Team. Ensures that procedures are maintained for effective information sharing between the District and local law enforcement agencies and community services agencies, including defining the threshold for law enforcement intervention. Regularly assesses the effectiveness of the Targeted School Violence Prevention Plan throughout the District, including the establishment of resources for central reporting mechanisms at the District-wide and school-building level. Identifies Board policies and procedures or equivalent topics that possibly affect the Targeted School Violence Prevention Plan annex, including but not limited to: 1~~:~~.20, *District Organization, Operations, and Cooperative Agreements* 2~~:~~.150, *Committees* 2~~:~~.240, *Board Policy Development* 2.270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited* 3~~:~~.40, *Superintendent* 3~~:~~.60, *Administrative Responsibility of the Building Principal* 4.165, *Awareness and Prevention of Child Sexual Abuse and Grooming Procedures* 4~~:~~.170, *Safety* 4~~:~~.190, *Targeted School Violence Prevention Program* 5.90, *Abused and Neglected Child Reporting* 5~~:~~.100, *Staff Development Program* 5~~:~~.130, *Responsibilities Concerning Internal Information* 5~~:~~.230, *Maintaining Student Discipline* 6~~:~~.65, *Student Social and Emotional Development* 6~~:~~.120, *Education of Children with Disabilities*

Actor	Action
	6~~:~~.235, *Access to Electronic Networks* 7~~:~~.20, *Harassment of Students Prohibited* 7~~:~~.130, *Student Rights and Responsibilities* 7~~:~~.140, *Search and Seizure* 7~~:~~.150, *Agency and Police Interviews* 7~~:~~.170, *Vandalism* 7~~:~~.180, *Prevention of and Response to Bullying, Intimidation, and Harassment* 7.185, *Teen Dating Violence Prohibited* 7~~:~~.190, *Student Behavior* 7~~:~~.200, *Suspension Procedures* 7~~:~~.210, *Expulsion Procedures* 7~~:~~.230, *Misconduct by Students with Disabilities* 7~~:~~.250, *Student Support Services* 7~~:~~.340, *Student Records* 8~~:~~.10, *Connection with the Community* 8~~:~~.95, *Parental Involvement* 8~~:~~.100, *Relations with Other Organizations and Agencies* Recommends, through the Superintendent, proposed policy changes to the Board for consideration. See Board policy 2~~:~~.240, *Board Policy Development.* Recommends and procures resources for stakeholder training.
Building Principal	Ensures the school's *Emergency Operations Plan (EOP)* is: Available throughout schools (do **not** limit to office); Distributed to and discussed with local law enforcement; and Regularly reviewed with building staff. Notifies and educates all staff, volunteers, and contractors of their duty to immediately report to the Building Principal or designee any expression of intent to harm another person, concerning communication, or concerning behavior that suggests an individual may intend to commit an act of violence. Notifies and educates staff, parent(s)/guardian(s), students, and community members: (1) to report individuals and situations of concern to any school administrators or other authorities, i.e., local law enforcement, or the Safe2Help Illinois helpline (www.safe2helpil.com/), and (2) how school officials will address these concerns. Distributes Board ~~policy~~ Policy 4~~:~~.190, *Targeted School Violence Prevention Program*; 4~~:~~.190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*; and 7~~:~~.180-AP1, E2, *Be a Hero by Reporting Bullying*; and discusses what School Threat Assessment Teams are and what they do when they learn of threats and/or school violence. Assesses the feasibility of forming a~~n~~ local anonymous tip line and organizing its management. Any locally operated school violence helpline must work in conjunction with Safe2Help Illinois as needed. 5 ILCS 860/10(d), added by P.A. 102-752.

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Actor	Action
	When a tip or concern is raised, ensures School Threat Assessment Teams are trained to engage in their work. See 4~~:~~.190-AP2, *School Threat Assessment Team*.
All District staff, volunteers, and contractors	Read 4~~:~~.190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*. Immediately report to the Building Principal or designee any expression of intent to harm another person, concerning communication, or concerning behavior that suggests an individual may intend to commit an act of targeted violence. Upon belief that an individual/situation poses a clear and immediate threat of serious violence that requires containment, notify the school resource officer and/or law enforcement in accordance with the EOP. See 4~~:~~.170-AP1, *Comprehensive Safety and Security Plan.*
School Board	Monitors Board ~~policy~~ Policy 4~~:~~.190, *Targeted School Violence Prevention Program,* and considers adopting changes recommended by the District Safety Team. See Board ~~policy~~ Policy 2~~:~~.240, *Board Policy Development.* Ensures that prior to the start of each school year, the Superintendent files 4.190-AP2, *School Threat Assessment Team*, and a list identifying the members of all School Threat Assessment Teams with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Services Center. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175. Provides both the District Safety Team and School Threat Assessment Teams with appropriate resources, which may include providing resources and access for staff professional development opportunities. These opportunities should train staff to properly respond to individuals who provide them with information about a threat or school safety concern.
Superintendent/Building Principal	Ensures the student behavior policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See Board ~~policies~~ Policies 2.270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, 7.20, *Harassment of Students Prohibited*, 7~~:~~.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, and 7~~:~~.190, *Student Behavior*. Ensures that staff responds to students who provide them with information about a threatening or concerning individual/situation.

Preparedness for a Targeted School Violence Incident, Response, and Recovery

The following is an extension of 4~~:~~.170-AP1, *Comprehensive Safety and Security Plan*. It outlines additional tasks for the Superintendent, Director of Safety and Security, and Building Principal(s) preparing for a targeted school violence incident that school officials can incorporate into training~~s~~ related to each existing school EOP.

Actor	Action
Superintendent, Building Principal, and District Safety Team	Examine 4~~:~~.170-AP1, *Comprehensive Safety and Security Plan*, and recommend any changes to existing procedures to the Superintendent or Director of Safety and Security.
Director of Safety and Security	Meets with District Safety Team to foster an understanding of what additional items each 4~~:~~.170-AP1 District Safety Team (see 4~~:~~.170-AP1, *Comprehensive Safety and Security Plan, Part C, Director of Safety and Security and District Safety Team; Responsibilities*) might add to its procedures to accomplish a response and recovery. Adds an agenda item to the 4~~:~~.170-AP1 District Safety Team meetings specific to Targeted School Violence. **Note**: During a crisis, the Attorney for the District will be a crucial part of incident response and management because school officials must make split-second decisions, often with legal consequences to the District. The Director of Safety and Security is designated to inform parent~~(s)~~/guardian~~(s)~~ and the community during an emergency and to keep pace with social media information.
Superintendent and Building Principal(s)	For incident preparedness and response, ensure that: 4~~:~~.170-AP1, *Comprehensive Safety and Security Plan, Part G, Material to be Included in Each Building EOP*, reflects each individual building's needs. 4~~:~~.170-AP1, *Comprehensive Safety and Security Plan, Part E, School Safety Drill Plan*, supports a Targeted School Violence Prevention Plan. School EOPs reflect each building's needs. Also ensure that multiple copies of each school's EOP exist, and direct that appropriate persons have access to the plan, e.g., local law enforcement authorities, etc. One copy in the Building Principal's office is insufficient. For emergency recovery, ensure that 4~~:~~.170-AP1, *Comprehensive Safety and Security Plan, Parts I, J, and K,* reflects District needs. Recommend to the Director of Safety and Security any other additional emergency recovery items that the 4~~:~~.170-AP1 District Safety Team deems necessary.

Administrative Procedure – School Threat Assessment Teams (REWRITTEN)

This procedure implements School Threat Assessment Teams. School Threat Assessment Team members are professional educators, mental health professionals, law enforcement professionals, and professionals from other disciplines as necessary who are trained in behavioral threat assessment. See 4~~:~~.190-AP1, *Targeted School Violence Prevention Program*, for authority establishing School Threat Assessment Teams.

School Threat Assessment Teams function at the building level, taking direction from the District Safety Team. They identify, inquire, assess, and manage a range of threats that may be posed by the school community. Threats may be posed~~address potential or developing threatening behavior exhibited not only by students, but~~ from a broad range of individuals affecting the school environment, including:

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents/guardians or other family members of students
- Persons who are (or have been) in relationships with staff or students
- Contractors, vendors, or other visitors
- Persons ~~Unaffiliated~~ unaffiliated ~~persons~~with the District

Customize this procedure to each School Threat Assessment Team's building-specific needs, and use it in conjunction with 4~~:~~.190-AP1, *Targeted School Violence Prevention Program*; 4~~:~~.190-AP2, E1, *Principles of Threat Assessment*; 4~~:~~.190-AP2, E2, *Threat Assessment Documentation*; 4~~:~~.190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*; 4~~:~~.190-AP2, E4, *Responding to Types of Threats*; and 4~~:~~.190-AP2, E5, *Threat Assessment Case Management Strategies*. This procedure contains five sections as follows:

1. Glossary of Terms
2. School Threat Assessment Team Formation, Development, and Responsibilities
3. Assessing and Classifying Threats
4. Responding to and Managing Threats
5. Reporting Threats to Outside Agencies

Glossary of Terms

Individual of Concern – an individual who has been identified to pose a threat of violence or serious harm to self/others.

Pose a Threat – To pose a threat means an individual has, or is in the process of obtaining, the intent and capability to cause harm to self or others through planning and preparation.

Protective Factors – Characteristics or resources that make it less likely that an individual will engage in violence.

Risk Factors – Characteristics that make it more likely that an individual may engage in violence. Risk factors are usually stable over time.

Target – a school or an individual who is the intended target of the threat posed by the ~~subject~~ individual of concern.

Threat – A concerning communication or behavior that indicates that an individual may pose a danger to the safety of school staff or students through acts of violence or other behavior that could

cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; it is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

Threat Assessment – A systematic, fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent situations, to assess them, and to manage/address them.

School Threat Assessment Team – A multidisciplinary building-based behavior threat assessment team lead by the Building Principal to perform specific threat assessments and consisting of the Building Principal, associate or assistant principals, the school resource officer, one or two classroom teachers, a special education teacher, the school counselor, the school psychologist, the school social worker, and the school nurse.

School Threat Assessment Triage Team – Consists of at least two members of the School Threat Assessment Team designated by the Building Principal to triage reported cases of concerning, aberrant, or threatening behavior and/or communication. Considers the nature and level of concern of ~~Screens~~ cases to determine if ~~sufficient~~ existing resources and mechanisms are sufficient~~exist~~ to address concerns, or ~~if review and/or action by~~whether the full School Threat Assessment Team should further assess and manage the situation, and initiates any crisis responses as ~~is~~ appropriate.

Types of Threats –

Routine/No Known Concern: Individual of concern/situation does not indicate a threat of violence or harm to self or others, or need for assistance or intervention. No impact on others, environmental factors, or precipitants that need School Threat Assessment Team intervention. Close the case.

Low~~-Risk Threat~~Level: The individual of concern/situation does not ~~appear to pose~~indicate a threat of violence or serious harm to self~~/~~ or others~~; at this time, and any exhibited issues/concerns can be resolved easily~~ would or may benefit from intervention or assistance with concerns. Individual of concern, environmental/systemic, or precipitating events may be present at low levels. May involve some ongoing assessment management with passive monitoring and/or periodic active monitoring, and referrals as appropriate. Close the case if no team interventions or monitoring are indicated.

Moderate~~-Risk Threat~~Level: The individual of concern/situation does not appear to pose a threat of serious violence or ~~serious~~ harm ~~to self/others at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others, and/or exhibits other concerning behaviors that require intervention~~ though risk cannot be ruled-out. Individual of concern may be developing the capability for harm and is engaging in aberrant or concerning behaviors that indicate a need for assistance/intervention. Targets/others are likely concerned and impacted. Environmental/systemic or precipitating factors may be present. Consider law enforcement/security notification as appropriate. Requires ongoing assessment and management plan, active monitoring, and referrals as appropriate.

High~~-Risk Threat~~Level: The individual of concern/situation ~~appears to~~ pose~~s~~, or is rapidly developing the capability for, a threat of serious violence or harm to self or others; or is in urgent need of hospitalization or treatment~~, exhibiting behaviors that indicate both a continuing~~

~~intent to harm and efforts to acquire the capacity to carry out the plan, and may also exhibit other concerning behaviors that require intervention~~. Targets/others are impacted. Typically involves environmental/systemic factors and consideration for precipitating events. Requires immediate notification of school administration and law enforcement, subject containment, target protection and safety plan, activation of crisis response protocols as appropriate, ongoing assessment and management plan, active monitoring, and referrals as appropriate.

Imminent ~~Threat~~Level: The individual of concern/situation ~~appears to~~ poses an ~~clear and immediate~~imminent threat of serious violence or harm to ~~toward~~ self/others ~~that requires containment and action to protect a school environment and/or identified or identifiable target(s), and may also exhibit other concerning behaviors that require intervention~~ and has or may reasonably have significant impact on others. Requires immediate law enforcement and school administration notification, subject containment, target protection and safety planning, implementation of crisis response and notification protocols, ongoing assessment and management plan, and active monitoring.

Warning Signs – Characteristics or behaviors that are associated with a current or escalating risk of violence. These tend to be dynamic, acute, and often associated with new stresses, events, losses, or failures.

School Threat Assessment Team Formation, Development, and Responsibilities
Following are tasks to integrate School Threat Assessment Teams into the District's Targeted School Violence Prevention Plan.

Actor	Action
Superintendent or designee	Ensures School Threat Assessment Teams are trained in threat assessment by a threat assessment expert. ~~Many threat assessment publications outline that the best practice is for the entire School Threat Assessment Team, as a team, to attend in-person threat assessment training by a threat assessment expert.~~ Free statewide training is available through the Ill. School and Campus Safety Program, at: ~~www2.illinois.gov/ready/plan/Pages/schools-training.aspx~~https://ready.illinois.gov/plan/schools.html. Prior to the start of each school year, files this procedure and a list identifying members of all School Threat Assessment Teams with (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Services Center, as applicable. 105 ILCS 5/128/45(b), amended by P.A. 102-791 and 103-175. Informs the Board that this filing was completed.
Building Principal	Selects School Threat Assessment Team members with expertise in: School administration, e.g., a principal or other senior administrator from the school(s) covered by the School Threat Assessment Team; Instruction, e.g., a teacher or administrators with recent instructional experience; Counseling, e.g., a school counselor, school psychologist and/or school social worker; Law enforcement, e.g., a school resource officer; Being a staff member in the building; and Other community resource persons (as members or consultants as determined by the School Threat Assessment Team).

Actor	Action
	When resources allow, selects designated back-up for each core TAT member, from the same or similar areas of expertise, to fulfill their duties in the event of their absence or inability. Designates a School Threat Assessment Triage Team. ~~See 4:190-AP2, E2, *Threat Assessment Documentation*.~~ Ensures that any reporting mechanisms used by the school community are kept up to date, work consistently, and are checked on a regular and timely basis. Establishes an intake and triage process for reports regarding concerning, aberrant, or threatening behavior and/or communication. When a ~~tip or concern is raised~~report is received, activates the School Threat Assessment Team and uses this procedure.
School Threat Assessment Team	Receives education and seeks training resources, including 4.~~:~~190-AP2, E1, *Principles of Threat Assessment*~~.~~; 4:190-AP2, E2, *Threat Assessment Documentation*; 4:190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*; 4:190-AP2, E4, *Responding to Types of Threats*; and 4:190-AP2, E5, *Threat Assessment Case Management Strategies*. Receives initial and periodic refresher threat assessment training by a threat assessment expert. Commits to work collaboratively with each other, with other school staff, and (as appropriate) with community resource persons to support the purposes of the School Threat Assessment Team and the safety of the school, its students, and its staff. Actively, lawfully, and ethically communicates with each other, District administrators, and other school staff who have a need to know particular information to support the safety of the school, its students, and its staff. Trains staff, students, parents/guardians, and other members of the school community to recognize and report possible threats by conducting presentations, broadly disseminating relevant information, and ensuring access to consultation from the School Threat Assessment Team. Identifies and trains members of the school community who can take reports of possible threats. Effectively implements Board ~~policy~~ Policy 4~~:~~.190, *Targeted School Violence Prevention Program*.

Assessing and Classifying Threats

When a threat is reported, the Building Principal and School Threat Assessment Team assess and classify the threat using the criteria and process outlined below.

Actor	Action
~~Building Principal~~	~~Educates themselves about *types* of threats.~~ ~~Determines if an imminent threat exists. If an imminent threat exists, notifies law enforcement in accordance with 4:170-AP1,~~

Actor	Action
	~~*Comprehensive Safety and Security Plan, Part G, Emergency Operations Plan (EOP).*~~
Building Principal and/or School Threat Assessment Triage Team	When a potential threat report is received, initiates the following intake and triage process. Intake Obtains basic information about the potential threat, including but not limited to: Initial Report of Concern: Date/time reported, date/time reviewed, person receiving report. Reporting Party: Name, affiliation, contact information, relationship to subject of concern. Incident/Nature of Concern: Date/time occurred, location, nature of threat/concern, weapons involved/threatened, details about concerns, and any relevant background information. Individual of Concern: Name, affiliation, contact information, relationship to reporting party or target(s). Identified/Identifiable Target(s): Name, affiliation, contact information, relationship to report party or subject. Determines if an imminent threat exists. An imminent threat is indicated by such factors as: 1. Subject intends imminent and/or serious harm to self/others; or 2. Subject lacks inhibitions for using violence. If an imminent threat exists, initiates Emergency Operations Plan (EOP) and notifies law enforcement in accordance with 4.170-AP1, *Comprehensive Safety and Security Plan, Part G, Emergency Operations Plan (EOP).* If no imminent threat exists, or once an imminent threat is contained, proceeds to triage. Triage ~~triages~~ Triages threat ~~(with the School Threat Assessment Triage Team, if one is designated by the Building Principal)~~ to determine if the full School Threat Assessment Team must be involved. ~~See 4:190-AP2, E2, *Threat Assessment Documentation*.~~ Triage may include as necessary and appropriate: Reviewing the reported concerning, aberrant, or threatening behavior and/or communication ~~and/or behavior~~. Reviewing school and other records for any prior history or interventions with the individual(s) involved.

Actor	Action
	~~Evaluating the threat in context so that the meaning of the threat and intent can be determined by, among other things, c~~Conducting timely and thorough interviews (as necessary) with the person(s) who reported the threat, the ~~threat~~ recipient(s)~~/~~ or target(s) of the threat, other witnesses who have knowledge of the threat, and when reasonable, the individual of concern who allegedly engaged in the threatening behavior or communication ~~and/or behavior~~. The purpose of the interviews is to gain a holistic understanding of the situation, determine the nature and level of the concerns, identify areas where more information may be needed, and inform appropriate strategies or interventions to address any concerns identified. Determines if the full School Threat Assessment Team must be involved. To determine that the full School Threat Assessment Team does not need to be involved, all School Threat Assessment Team Triage Team members must concur that there is no identifiable threat/concern, or that there is a low level of concern regarding issues that are being adequately addressed. If the full School Threat Assessment Team needs to be involved, convenes it as soon as possible. Documents intake and triage using 4.190-AP2, E2, *Threat Assessment Documentation*.
School Threat Assessment Team	~~Assesses the threat.~~ Conducts a comprehensive and holistic assessment of the threat using the STEP framework set forth in 4.190-AP2, E1, *Principles of Threat Assessment*. See 4:190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*, for key questions to ask the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses, and the individual of concern in order to assess the threat. Once the assessment is complete, classifies the threat ~~using the following basic criteria:~~ as one of the following: Routine/No Known Concern, Low Level, Moderate Level, High Level, or Imminent. Documents the threat assessment and classification using 4~~:~~.190-AP2, E2, *Threat Assessment Documentation*, and ensures that School Threat Assessment Team documentation ~~is~~follows the acronym FORT: **Fair** – sought to understand situations and give individuals an opportunity to be heard and understood; **Objective** – sought information based on facts and observations of the case and not speculation or bias; **Reasonable** – engaged in responses that were effective and proportionate to the situation; and **Timely** – quickly and responsively addressed reports of threatening behavior.

Actor	Action
Building Principal	Where the School Threat Assessment Team classifies the threat as a Moderate, High, or Imminent level of concern and the threat requires further intervention to prevent violence or serious harm, notifies: 1. The parent(s)/guardian(s) of any student who is the target/recipient of a threat; and 2. The parent(s)/guardian(s) of any student who engaged in threatening behaviors.

Responding to and Managing Threats

Actor	Action
School Threat Assessment Team	Identifies appropriate responses to the threat based upon its level. See 4~~:~~.190-AP2, E4, *Responding to Types of Threats*, for guidance on responses to each threat level. Develops, implements, and monitors an individualized, fact-based case management plan to intervene with, address, and reduce the threat by: Designating a School Threat Assessment Team member as case manager to monitor the status of the subject and to notify the School Threat Assessment Team of any change in status, response to interventions/referrals, or additional information that would be cause for reassessment and/or changes in interventions strategies; Assisting the individual of concern, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention; Appointing one or more School Threat Assessment Team members to engage directly with the individual of concern to prevent the individual from becoming isolated; and Using the least intrusive interventions and strategies that are sufficient, fair, and reasonable to address the concerns identified. See 4~~:~~.190-AP2, E5, *Threat Assessment Case Management Strategies*, for interventions and strategies, including those that are subject-based, target-based, and environmental/systems-based. Documents this process and any case updates using 4~~:~~.190-AP2, E2, *Threat Assessment Documentation*. Submits updates regularly, e.g., at least every 30 days, until the case is resolved and the individual of concern no longer poses a threat to the school, its students, or its staff. Maintains documentation in accordance with Board policy, State records laws, and administrative procedures.

Reporting Threats to Outside Agencies

~~Following~~ The following is the process to notify the ~~local~~ Local ~~law~~ Law ~~enforcement~~ Enforcement ~~agency~~Agency (LLEA) and/or the Ill. Dept. of State Police (ISP) about certain types of threats~~:~~. See also 4.170-AP1, *Comprehensive Safety and Security Plan, Part J, Required Notices*.

Actor	Action
Superintendent or designee	Reports batteries committed against teachers, teacher personnel, administrative personnel, or educator support personnel to: (1) the Local Law Enforcement Agency immediately after the occurrence of the attack, and (2) ISBE through its web-based School Incident Reporting System (SIRS) as they occur during the year and no later than August 1 for the preceding year. 105 ILCS 5/10-21.7, amended by P.A. 102-894. Immediately notifies the local law enforcement agency and the ISP upon receiving a report from any school personnel regarding a verified incident involving: A firearm in a school or on school-owned or leased property. 105 ILCS 5/10-27.1A(b). Drugs in a school or on school-owned or leased property, including any conveyance owned, leased, or used by the school for the transport of students or school personnel. 105 ILCS 5/10-27.1A(b).
Building Principal	Reports to the local law enforcement agency threats to the safety and welfare of students and teachers by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by gang activity. 105 ILCS 5/10-21.4a. Reports other threats to the local law enforcement agency as necessary and appropriate. Immediately notifies the local law enforcement agency upon receiving a report that any person has been observed in possession of a firearm on school grounds (other than a law enforcement official engaged in the conduct of his or her official duties). If the person found to be in possession of a firearm on school grounds is a student, the Building Principal or designee shall also immediately notify the student's parent/guardian. 105 ILCS 5/10-21.7A(b). Reports directly to the ISP within 24 hours of a determination that a student or other person poses a clear and present danger to himself, herself, or others. 430 ILCS 66/105 and 405 ILCS 5/6-103.3; 20 Ill. Admin. Code §1230.120(b).

Exhibit - Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses

The purpose of this form is to give school bus drivers and/or emergency medical technicians information about children who have special needs or medical conditions. One copy of this form is kept in the nurse's office, and another copy is kept on the student's school bus in a secure location for bus drivers and emergency medical technicians. If the emergency care of the student requires medication, the parent/guardian must file a completed Exhibit 7.270-E1, *School Medical Authorization Form*, with the school nurse.

To be completed by the student's parent/guardian:

Student's Name *(Please print)*		Birth Date
Parent/Guardian's Name	Home Phone	Cell Phone
School	Grade	Teacher
Physician's Name	Physician's Phone	School Nurse's Phone

My child's special needs are: *(list behavioral or communication challenges and required responses)*

My child requires medication for: *(describe conditions and circumstances)*

Medication and Where Kept	Dosage	Directions

Parent/Guardian Signature Date

Exhibit – Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting

On District letterhead

Date

Re: Preventing and Reducing Incidences of Sexting

Dear Parent~~(s)~~/Guardian~~(s)~~:

Sexting is generally defined as sending, sharing, viewing, receiving, or possessing *indecent visual depictions* of oneself or another person using a cell phone. A student will be disciplined for sexting at school.

Discussing sexting and its legal and social consequences with your children may prevent and reduce incidences of it at school and elsewhere. A recent survey revealed that about ~~20~~ 15 percent of teens ~~boys and girls~~ have sent sext messages. It can cause enormous emotional pain for the students involved, often with legal implications. The following talking points from the American Academy of Pediatrics may help start the discussion:

- Talk to your children, even if the issue hasn't directly impacted your community. Ask "have you heard of sexting?" "Tell me what you think it is." Learn what your child's understanding is and add an age-appropriate explanation. For more information about starting age-appropriate discussions, see ~~*Talking to Kids and Teens About Social Media and* Sexting~~*: How to Talk With Kids About the Risks* – ~~*Tips* from~~ *from the American Academy of Pediatrics* at: ~~www.aap.org/en-us/about-the-aap/aap-press-room/news-features-and-safety-tips/Pages/Talking-to-Kids-and-Teens-About-Social-Media-and-Sexting.aspx~~www.healthychildren.org/English/family-life/Media/Pages/the-new-problem-of-sexting.aspx.
- Make sure children of all ages understand that the District's student behavior policy prohibits sexting, and that it is further punishable in Illinois through the Juvenile Court Act and the Criminal Code of 2012.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in sexting, with attendance at parties being a major contributing factor.
- Monitor the media for stories about sexting that illustrate the consequences for both senders and receivers of these images. Ask "Have you seen this story?" "What did you think about it?" "What would you do if you were this child?"
- Rehearse ways your child can respond if asked to participate in sexting.

For more information on sexting, how to talk to your children about it, and how to say no to sexting, please see the following links:

Talking About Sexting, Common Sense Media, at: www.commonsensemedia.org/blog/talking-about-sexting
~~www.education.com/magazine/article/child-sexting-parents/~~
~~www.athinline.org/facts/sexting~~
Say No to "Sexting" (Grades 7-12), Planet Nutshell, at: https://planetnutshell.com/portfolio/say-no-to-sexting-grades-7-12/
Teen girls 'bombarded and confused' by sexting requests: study, Medical Xpress, at: https://medicalxpress.com/news/2017-12-teen-girls-bombarded-sexting.html

Sincerely,

Superintendent

Exhibit - Letter to Parents/Guardians Regarding Student Safety

On District letterhead, website, and/or in student handbook

Date:

Re: Student Safety

Dear Parent~~s~~/Guardian~~s~~:

Student safety is our District's top priority. Our District has developed a *Comprehensive Safety and Security ~~Plan~~Program*. In addition to physical safety, the District is concerned with students' academic, social, behavioral, emotional ~~well-being~~safety and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

School Emergency Operations Plan (EOP)

The District has plans for all four phases of emergency and disaster management:

1. Prevention - the capabilities needed to avoid, deter, or stop an incident.

2. Preparation - the capabilities needed to: (a) protect students, teachers, staff, visitors, networks, and property against threats or hazards, and (b) mitigate the likelihood of an incident or to reduce the impact of one.

3. Response - the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery.

4. Recovery - the capabilities needed to restore the learning environment.

These phases are covered in each school ~~Emergency Operations Plan~~EOP. In addition, the District has a ~~District~~ Director of Safety ~~Coordinator~~ and Security and ~~each school has~~ a District Safety Team. State law requires the District to annually review its plans.

Communications to Stakeholders

The District will share emergency information via its website, information hotline, the media, text message, and/or telephone contact.

Emergency Responses

The District follows the Standard Response Protocol (SRP) available at: https://iloveuguys.org/The-Standard-Response-Protocol.html. ~~Emergency responses will depend on the circumstances and may include lockdown or evacuation. During a lockdown, no one may enter or leave the building until it is safe to do so.~~ The SRP is based on five specific responses (Hold, Secure, Lockdown, Evacuate, Shelter) to any given situation not on individual scenarios. For evacuation purposes, each school has at least one off-campus reunification site where students and staff assemble to be accounted for and temporarily housed.

In the unlikely event an emergency response is needed at your child's school, staff members will be busy supervising students.

We will attempt to provide information through ~~the District's information hotline, _____~~text, email, messaging app, and/or the District's website _____.

If students are evacuated, students at _____ School will go to _____ _____.

You may pick up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions of the ~~District~~ Director of Safety ~~Coordinator~~ and Security as well as the Building Principal. These instructions will be widely disseminated.

~~Defamatory~~ Providing false information or engaging in disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal. In the meantime, thank you for your cooperation and support.

Web~~site~~ Address:_____

~~Information Hotline Number:_____~~

Sincerely,

Superintendent

Exhibit - Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking

On District letterhead, website, and/or in student handbook

Date:

Re: Underage Drinking

To: Parent~~s~~/Guardian~~s~~

A child's wellbeing in and out of school is important to us. One area of concern for parents/guardians and educators across the country is underage drinking. Alcohol use can cause destructive behavior that has consequences for a child's health, behavior, and school performance regardless of when and where consumption takes place. It can also lead to increases in risky behavior.

According to the ~~National Institute of Health (NIH)~~Centers for Disease Control and Prevention (CDC), ~~in cases of alcohol-involved drivers, the rate of fatal crashes for drivers between 16 and 20 years old is more than twice that for drivers older than 20~~1 in 10 teens in high school drinks and drives. Teen drivers are three times more likely than experienced drivers to be in a fatal crash, and drinking any alcohol greatly increases this risk for teens. The ~~NIH and the Centers for Disease Control and Prevention~~CDC and National Institutes of Health indicate that regular alcohol consumption by minors also corresponds to increased rates of suicide, sexual assault, high-risk sex, fighting, crime, and alcohol dependence. No one fully understands the lifetime consequences of alcohol consumption on the developing brain, but studies have shown weakened memory and worsening of school performance due to increased truancy and learning impairments.

It is illegal for any person under 21 years of age to acquire, possess, or consume alcoholic beverages. District policies prohibit alcohol use by students. District policies also prohibit ~~children~~ students from (a) alcohol use, possession, distribution, purchase, or sale at school or school functions, and (b) attending school or school functions under the influence of alcohol. Below is a listing of some relevant Illinois laws that apply to underage drinking.

~~Zero Tolerance~~Driving While Under the Influence (DUI)

Any person under the age of 21 who has consumed alcohol and operated or been in actual physical control of a motor vehicle may be requested to submit to tests to determine alcohol content. If that person refuses the test or has an alcohol concentration greater than .00, his or her driver's license will be suspended for ~~3~~ three months to ~~one~~ two years ~~(~~625 ILCS 5/11-501.1(c).

Driving while under the influence of alcohol is a Class A misdemeanor punishable by a fine and jail for up to 364 days. By driving a motor vehicle anywhere in Illinois, a person gives implied consent to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended. 625 ILCS 5/11-501.

Consumption of Alcohol by a Minor

Consumption of alcohol by a minor is a Class ~~C~~ A misdemeanor. Minors convicted of alcohol possession in a public space face up to ~~six months~~364 days in jail and a $2,500 fine, plus court costs and court-ordered evaluations and counseling. If a person under the age of 21 pleads guilty

to, or is found guilty of, consuming alcohol while under the age of 21, he or she will lose his or her driving privileges for at least ~~3~~ three months, even if the person was not driving, and even if he or she gets court supervision (a non-conviction sentence) ~~(~~235 ILCS 5/~~10-1(e)~~6-20(f) and 625 ILCS 5/6-206(a)(43).

Fake Identification

Conviction for using a fake ID to obtain alcohol is a Class A misdemeanor. Punishment carries a fine of not less than $500 and requires at least 25 hours of community service. It may also affect driving privileges. If possible, any community service must be performed for an alcohol abuse prevention program. ~~(~~235 ILCS 5/6-16(a)(i) and 625 ILCS 5/6-206(a).

Criminal Liability for Parent~~s~~/Guardian~~s~~

Any parent/guardian or other adult who furnishes alcohol to a minor, or who allows his or her residence to be used for the unlawful possession or consumption of alcohol by minors, may be charged with a Class A misdemeanor punishable by a fine of not less than $500 and~~/or~~ jail for up to ~~1 year~~364 days. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a ~~class~~ Class 4 felony, punishable by ~~1~~ one to ~~3~~ three years in prison and up to a $25,000 fine ~~(~~235 ILCS 5/6-16(a-1).

Civil Liability for Parent~~s~~/Guardian~~s)~~

Any parent/guardian or other adult who provides alcohol (such as at a home party) may be liable in a civil action for monetary damages ~~totaling up to $100,000~~. The action may be sought by someone who suffers personal injury, loss of support, or property loss through the actions of an intoxicated minor whose intoxication resulted from a parent/guardian or another adult giving the minor alcohol. ~~(~~235 ILCS 5/6-21~~)~~.

~~Driving Under the Influence (DUI)~~

~~Driving while under the influence of alcohol is a Class A misdemeanor punishable by fine and/or jail for up to one year. By driving a motor vehicle anywhere in Illinois, a person gives *implied consent* to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended (625 ILCS 5/11-501).~~

Illegal Transportation of Open Liquor

It is unlawful for any person to transport, carry, possess, or have any alcoholic liquor within the passenger area of any motor vehicle except in the original container and with the seal unbroken ~~(~~625 ILCS 5/11-502~~)~~.

In conclusion, our District encourages you to talk with your child and partner with the school community to prevent underage drinking by our students. For more information on underage drinking and how to talk to your child about it, please see the following links:

pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm
~~www.centurycouncil.org/underage-drinking/parents~~www.responsibility.org/prevent-underage-drinking
~~www.samhsa.gov/underagedrinking/~~https://www.stopalcoholabuse.gov/

Sincerely,

Adopted: July 9, 2014
Reviewed: July 2024
Amended:

Superintendent

Exhibit - Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers

On District letterhead, website, and/or in student handbook

Date:

Re: Disruptive Social Media Apps; Dangers

Dear Parent~~s~~/Guardian~~s~~:

Staying on top of social medial trends is important for parents/guardians. The District wants you to ~~be aware~~know that the following social media apps have the potential to disrupt the school environment by becoming a platform for bullying, unlawful behaviors, and other dangers~~.~~:

- *~~Anonymous Hyperlocal~~ hyperlocal* social media apps, e.g., *YikYak*, *Jodel*, and *Gas*, present safety and security concerns for our students. Anonymous ~~Hyperlocal~~ hyperlocal apps use GPS on cell phones to target groups in specific areas and allow people to interact anonymously.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, and*~~Burn Note,~~ Whisper~~, and Secret,~~* often present a false belief of anonymity. Temporary apps allow people to send messages and images that self-destruct after a set window of time.

Children need to understand that their online choices are important. Content never truly goes away and no one online is anonymous. Law enforcement agencies have the ability to pinpoint users and content creators, and they do investigate crimes involving the Internet and social media app usage.

The District encourages you to review the resources below and talk with your children. Let's partner together to help children understand how their digital footprints affect their and others' futures. As you discuss this topic with your child, please remind ~~him or her~~your child how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when a screen shot is not possible), of the content and show you or another trusted adult. Always encourage open conversations about what is happening online. When age-appropriate, discuss that possession and forwarding of sexted images violates federal and ~~state~~ State child pornography laws.
2. Use the reporting mechanisms within the social media apps.
3. When a situation begins to disrupt your child's education, report it to your child's school.

Resources about Social Media Apps and Protecting Your Child Online

- ~~www.ParentingTodaysKids.com, educates parents/guardians to help them close the technology gap that may exist between themselves and their children.~~
- www.commonsensemedia.org/, discusses apps, movies, and more~~!~~. Type in the app you want to learn more about, and this website will summarize it for you.
- ~~cell-phone-parental-control-software-review.toptenreviews.com/learning-center.html, reviews recent electronic device monitoring software (current as of May 2014).~~
- www.consumer.ftc.gov/topics/protecting-kids-online, contains resources for adults seeking to help children make safe and responsible online choices.

Sincerely,

Adopted: July 9, 2014
Reviewed: July 2024
Amended:

Building Principal

Exhibit - Letter to Parents/Guardians About Safe Firearm Storage (NEW)

On District letterhead

Date

Re: Safe Firearm Storage

Dear Parents/Guardians:

All students and members of our school community deserve to feel safe, welcomed, and included. It is on all of us to work together to prevent firearm violence and to avoid the harm and tragedy that shootings of any kind can cause in the spaces in which we live, learn, work, and play.

Safe firearm storage is one of many preventative actions that you can take to keep our school community and school buildings and grounds safe. When firearms are stored safely, it can help prevent them from getting into the hands of children and teens who may use them to, intentionally or unintentionally, harm themselves or others. Safe storage can go a long way in preventing lives from being lost or permanently altered. If you have firearms in your home or if your child spends time in a space where firearms are present, there are important steps that can be taken to keep firearms secured and out of reach of unintended users.

Firearm-Related Injuries and Deaths: A Problem We Must Solve Together

Firearm-related injuries and deaths are a public health crisis that communities across the nation face every day:

- Since 2018, there have been more than 100 school shooting incidents per year in our country and those numbers have steadily increased.
- Approximately three-quarters of perpetrators in school-based active shooter situations acquired their firearm from the home of a parent/guardian or close relative. This illustrates the connection between your role as parents/guardians and the District's role in keeping students safe while at school.
- However, this issue goes beyond school-based active shooter situations and includes a variety of firearm injury types, including interpersonal violence, suicide, and unintentional fatal and nonfatal firearm injuries.
- More than four million children live in a household with at least one unlocked and loaded firearm. Studies have found that households with both locked firearms and locked ammunition have significantly lower risks of self-inflected firearm injuries and even lower risks of unintentional firearm injuries among children and teens compared to households that did not safely store firearms.

Safe Firearm Storage: Actions to Take to Keep Our Communities Safe

Safe firearm storage can help prevent and minimize the risk of firearm-related deaths and injuries. Everyone, both firearm owners and non-owners, has a role to play in building awareness of safe, responsible firearm storage. Below are simple, highly effective practices that can help to reduce

firearm-related incidents in our community and help protect our children. In addition to these practices, it is important to also engage children and teens in conversations about the dangers associated with using firearms and what to do and not do in the event they access a firearm, to prevent fatal or non-fatal injuries.

- **Safely Store Firearms**: Store firearms - always unloaded - in a tamper-proof locked cabinet, box, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.

- **Safely Store Ammunition**: Store ammunition in a separate, tamper-proof locked cabinet, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.

- **Secure Firearms**: Use trigger locks or cable locks to prevent a firearm from firing.
    - Trigger locks use a mechanism that clamps down around the trigger or trigger housing to prevent it from being pressed. Note: trigger locks should not be installed on loaded firearms.
    - Cable locks use a cable that is threaded through the barrel or action of a firearm to prevent it from firing.

For more information about safe firearm storage, please see the following links:

Safe Storage Fact Sheet, U.S. Dept. of Justice, at: www.ojp.gov/sites/g/files/xyckuh241/files/media/document/safe_storage_fact_sheet.pdf

Secure Gun Storage Resources, Be SMART, at: https://besmartforkids.org/secure-gun-storage/resources/

Securing Your Firearm, Project Child Safe, at: https://projectchildsafe.org/securing-your-firearm/

We can all work together to promote awareness about how we can protect our children and our school community by safely storing firearms. Thank you for being a partner in these efforts, and for helping reduce firearm-related injury and deaths in our community.

Sincerely,

Superintendent

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

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

Date:

To: Parents/Guardians and Staff

Re: CPR and AED Video

~~Dear Parents/Guardians and Staff:~~

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

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

You are encouraged to view the video, which will take less than 15 minutes of your time, at: www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx.

Exhibit - Informing Parents/Guardians About Offender Community Notification Laws

On District letterhead, website, and/or in student handbook

Date:

To: Parents/Guardians

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the ~~Illinois~~ Ill. State Police~~'s~~ (ISP) website.

The ~~Illinois State Police~~ISP website contains the following:

Illinois Sex Offender Registry,
~~www.isp.state.il.us/sor/~~https://isp.illinois.gov/Sor/Disclaimer

Illinois Murderer and Violent Offender Against Youth Registry,
~~www.isp.state.il.us/cmvo/~~https://isp.illinois.gov/MVOAY/Disclaimer

Frequently Asked Questions Concerning Sex Offenders,
~~www.isp.state.il.us/sor/faq.cfm~~https://isp.illinois.gov/Sor/FAQs

Exhibit - Principles of Threat Assessment

This exhibit is a resource to educate Building-level School Threat Assessment Team members about the assumptions and principles underlying behavioral threat assessment and management.

Assumptions

The following assumptions are informed by findings of the U.S. Secret Service and U.S. Dept. of Education's *Safe School Initiative*, as well as other research about targeted violence occurring in or related to educational settings. Key assumptions include:

1. ~~Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts~~ There is no one demographic profile of a perpetrator of targeted violence, nor is there a profile for the type of school that has been targeted.

2. In addition to students, others also engage in targeted violence in schools, including administrators, teachers, other staff, parent(s)/guardian(s) of students, contractors, people in relationships with staff or students, and even people with no connection with the school.

3. Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts. Perpetrators engage in a process of considering, planning, and preparing for acts of targeted violence.

4. ~~Prior to most incidents of targeted violence, other people knew about the individual's idea and/or plan to attack~~ Perpetrators usually have multiple motives to act violently, the most common involving an unresolved grievance with a peer.

5. Many perpetrators of major acts of violence have experienced psychological, behavioral, or developmental symptoms, but may not have been diagnosed with a mental health condition or benefited from adequate treatment.

6. Many perpetrators of major violence impacting schools are suicidal in addition to their violent acts toward others.

7. Most individuals who perpetrate~~d~~ violence engaged in ~~some~~ multiple behavior~~s~~, prior to the incident, which caused others to have serious concerns about their behavior and/or well-being.

8. Many individuals who perpetrate~~d~~ violence ~~had~~ have multiple stressors, including significant difficulties with losses or failures. ~~Many were suicidal.~~

9. ~~Many individuals who perpetrated violence felt bullied, persecuted, or injured by others prior to engaging in violence~~ Many student perpetrators have been victims of, or participated in, prior bullying, which was often observed by others.

   ~~In many cases, others, e.g., staff, students, peers, family members, etc., were involved in some way, such as helping with plans or preparation for violence, encouraging violence, or failing to report (or take other steps) to prevent violence.~~

10. Most individuals who perpetrated violence did not threaten their targets directly prior to engaging in violence, though many express their grievances and aspects of their thoughts or plans to others, often through social media or online activities.

11. ~~Violence is a dynamic process. No one is either always dangerous or never dangerous. Rather, the risk for violence is an interaction between the individual, the situation, circumstances, provocations, and inhibitory factors that are present~~ Prior to most incidents of targeted violence, other people know about aspects of the individual's ideas, plans or preparations to cause harm.

12. Many bystanders who have knowledge of concerning behaviors do not report them.

13. While most perpetrators act alone, in many cases, others, e.g., staff, students, peers, family members, etc., are involved in some way, such as failing to report concerns (or take other steps) to prevent violence, encouraging violence, and even helping with plans or preparation for violence.

~~The fact that most individuals engaged in pre-incident planning and preparation, and frequently shared their intentions, plans and preparations with others, suggests that the information about targeted violence is likely to be uncovered through a sound threat assessment process.~~

~~Targeted violence is the end result of a process of thinking and behavior that begins with an **idea**, e.g., to use violence to address a real or perceived grievance. The process of thinking and behavior progresses to the development of a **plan** and moves on to **preparation** and acquiring the means, e.g., weapons, training, capacity, access, to carry out the plan. The culmination, regrettably, can be in **violence**. A graphic representation of this process, the *Pathway to Violence*, is shown in Figure 1.~~

The Pathway to Violence

Individuals who committed targeted violence rarely "just snapped," but engaged in a process of thought and behavior that escalated over days, weeks, months, and even years. A graphic representation of this process, the *Pathway to Violence*, is shown in Figure 1. As with any model, the Pathway reflects a general process for understanding intentional actions. For a given person, the process is not necessarily linear, but may ebb and flow in the rate and direction of movement and cycle between phases of the process. As the subject exerts or demonstrates increased "intensity of effort" around the ideation, planning and preparation, e.g., more attention, time, energy, resources, etc., there is greater risk for harm, and likely a greater impact on others. The steps along the Pathway include:

- **Grievance -** A real or perceived sense of loss, mistreatment, or injustice, often fueling a feeling of being wronged. Most people will experience grievances through life and the vast majority do not engage in acts of violence. However, for those who do engage in targeted violence, grievances (or other motivations) are common precursors.
- **Ideation -** Expressing thoughts or fantasies regarding the use of violence to address a real or perceived grievance. Note that many people have occasional or fleeting thoughts of violence in response to perceived grievances, yet most do not act on them or move forward along the Pathway. Knowledge that someone is thinking about violence does not confirm that a danger exists but should raise the possibility that the subject is struggling with a grievance.
- **Planning -** Giving thought and consideration not only to the idea of violence, but also to the who, what, when, where, and how of doing so. Expressions may begin to reference timing, location, targets, means, methods, etc. The subject may seek out and gather information regarding their plan and other incidents of targeted violence to learn from other perpetrators.
- **Preparation -** Beyond just having or acquiring weapons, this stage involves attempts to prepare for the violence and to develop or acquire the capability to cause harm to the intended target(s). Subjects try to obtain the means to fulfill their plans, which may be weapons, tools, and clothing to match their fantasies. Subjects may seek or take

advantage of opportunities and circumstances that support their plans. Subjects may conduct surveillance or probe boundaries or security systems to see if they can assess areas where they do not belong or get close to people in ways that are inappropriate or atypical.

- **Implementation -** The subject initiates the operationalized plan once reaching a point where they perceive themselves as capable of doing so. Capability is based on the subject's perceived skill to cause harm and their will to do so.

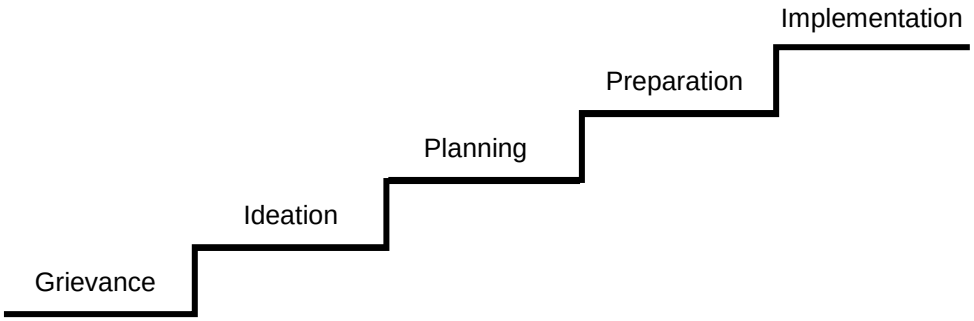

Figure 1: the *Pathway to Violence*

~~This process indicate opportunities to observe, identify, and intervene with threatening and/or aberrant behaviors that cause concern for violence by, or for the well-being of, the individual. Frequently, information about an individual's ideas, plans, and preparations for violence can be observed before violence occurs. However, information is likely to be scattered and fragmented. For example, a teacher may see a certain set of behaviors of an individual in her class, a coach observes other behaviors or expressed thoughts by the individual, a school resource officer has other concerns, and a school administrator is aware of certain conduct violations. The challenge, and the key, is to act quickly upon initial reports of concern, gather other pieces of the puzzle, and assemble them to determine what picture emerges.~~

As a subject moves to the right along the pathway, there is often an escalation in the rate of movement (i.e., a flurry of activity or energy burst), or changes in the frequency of behaviors causing concern (e.g., a number of concerns over time), or a sudden change in their patterns of behavior. Where a subject has caused numerous concerns over time and then suddenly there is no more information about concerns regarding the subject (i.e., they "go off the radar"), the TAT should check whether the concerning behavior has stopped, the subject has become more covert in their actions, or community members have stopped reporting concerns.

Research indicates that while targeted violence incidents are rarely spontaneous and impulsive, they can escalate rapidly from ideation through implementation. That is, the time span between the subject's decision to cause harm and the actual incident may be short. This may be expedited by a sense of desperation for resolution, lack of concern for consequences, or the influences of others encouraging escalation (e.g., through social media or direct communications). Consequently, when there are indications that a subject may pose a threat to the school community, threat assessment teams will need to move quickly to inquire about and intervene in that planning or preparation.

The steps along this pathway indicate opportunities to observe, identify and intervene with threatening and/or aberrant behaviors that cause concern for violence by, or the well-being of, the individual. Frequently, information about an individual's ideas, plans and preparations for violence can be observed before violence can occur. However, information is likely to be scattered and fragmented. For example, a teacher may see a certain set of behaviors of an individual in her class, a coach observes other behaviors or expressed thoughts by the individual, a school resource officer has other concerns, and a school administrator is aware of certain conduct violations. The

challenge, and the key, is to act quickly upon initial reports of concern, gather other pieces of the puzzle, and assemble them to determine what picture emerges.

Guiding Principles

The fact that most individuals engaged in pre-incident planning and preparation, and frequently shared their intentions, plans, and preparations with others, suggests that the information about targeted violence is likely to be uncovered through a sound threat assessment process.

To determine the risk of a threat, the School Threat Assessment Team focuses on actions/behaviors, communications, and specific circumstances that might suggest that an individual intends to engage in violence and is planning or preparing for that event. The threat assessment process is centered upon an analysis of the known (or reasonably knowable) behavior(s) in a given situation.

School Threat Assessment Teams train to focus on the following core principles of threat assessment and management:

1. **The central question in a threat assessment inquiry is whether an individual *poses* a threat (i.e., is building the capability to cause harm), not just whether the person has made a threat (directly expressed intent to harm).** Research on targeted violence in schools and workplaces has found that fewer than 20 percent of violent perpetrators communicated a direct or conditional threat to their target before the violence. In the majority of incidents, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third party communication of intent to cause harm is often referred to as *leakage*. The absence of a direct threat should not, by itself, cause a team to conclude that a subject does not pose a threat to others. Effective assessment is based upon facts and observations of behavior, rather than on characteristics, traits, or profiles. Perpetrator profiles do not provide a reliable basis for making judgments of the threat posed by a particular individual. The threat assessment process examines the behavior of the subject in relation to the context, issues, challenges, and resources involved. This provides for an individualized, holistic, and contextually based assessment of and response to the situation.
2. **Targeted violence is the end result of an understandable, and often discernable, process of thinking and behavior,.** This is often referred to as the *Pathway to Violence*, noted discussed above in Figure 1. Individuals who committed targeted violence did not "just snap," but engaged in a process of thought and escalation of action over days, weeks, months, and even years.
3. **Targeted vViolence stems from an interaction among the individual(s) of concernSubject(s), targetTarget(s), environmentEnvironment/Systems, and precipitating Precipitating eventsIncidents (STEP).** Identifying, preventingassessing, and intervening withmanaging potential acts of violence or other harm requires a focus on these four components and their interaction. A focus on the *individual of concern* should provide insight into how the individual perceives and deals with conditions, often stressful, in his or her life and the intensity of effort they direct toward planning and preparation for violence. A focus on the *target* examines choices and coping strategies they are using or responding with that may increase or decrease their risk for harm. A focus on the *environment* examines the school/workplace climate and systemic issues that contribute to the risk of violence, or do not discourage it. A focus on *precipitating* events examines critical stressors or events such as bullying, personal losses, enforcement actions, or even School Threat Assessment Team interventions that may increase or decrease the risk for

~~violence.~~ a comprehensive and holistic perspective of the situation involving the following key domains and their interaction:

a. **S** – Is the **Subject** engaging in behavior(s) that may pose a threat of violence or harm to self or others, or significant disruption, or otherwise indicate a need for assistance or intervention?
b. **T** – Are **Targets**/others vulnerable to harm, in need of or protective actions, impacted by the situation, or otherwise indicate a need for assistance or intervention?
c. **E** – Are there **Environmental**/systemic issues contributing to or impacting upon the situation?
d. **P** – Are there reasonably foreseeable **Precipitating events** that may impact the situation?
e. **PLUS** – Are there actions the threat assessment team can facilitate (to address any concerns noted), beyond those already being effectively done?

~~**4. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.** Those who carry out threat assessment must strive to be both accurate and fair, continuing throughout the assessment process both to gather pieces of information and to fit the pieces into a larger picture to gain understanding of the context and situation.~~

~~**5. Effective assessment is based upon facts and observations of behavior, rather than on characteristics, traits, or profiles. Perpetrator profiles do not provide a reliable basis for making judgments of the threat posed by a particular individual.**~~

~~**6. An integrated systems approach, coordinating between local agencies and service systems within the school and community, should guide the threat assessment and management process.** Relationships with agencies and service systems within the school (e.g., school psychologist, school social worker, school counselor, administrators, etc.) and community (e.g., mental health providers, juvenile justice system, child welfare agencies, law enforcement, etc.) are critical to identifying, assessing, and managing individuals who are on the *Pathway to Violence*.~~

4. **Violence is a dynamic process.** No one is either always dangerous or never dangerous. The level of concern depends on the totality of the situation. An assessment is only as good as the quality of information on which it was based at the time that it was made. Threat assessment and management involves ongoing review, re-assessment, and modification of intervention strategies through the point at which the case is adequately resolved.
5. **Threat assessment is about prevention, not prediction.** School Threat Assessment Teams do not try to predict whether an individual is a violent person. Instead, TATs try to determine under what circumstances an individual might become violent or engage in other harmful or significantly disruptive behaviors, what the impact of the situation is upon others (even when an individual poses no identifiable threat), what environmental/systemic factors may be contributing to the situation, and whether there are any precipitating events on the foreseeable horizon.
6. **Social media and online activity are critical considerations in many cases.** Individuals of concern, and those concerned about them, often use social media to express such concerns. For those who may pose a threat, their expression of grievances, violent intent, planning, and preparation can often be observed in online activities.
7. **A central question in a threat assessment inquiry is whether an individual poses a threat (i.e., is building the capability to cause harm), not just whether the person has made a threat (directly expressed intent to harm).** Research on serious targeted violence in schools and workplaces has found that few perpetrators directly communicated a threat to their target before the violence. In most incidents, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third-party communication of intent to cause harm is often referred to as leakage. The absence of a direct threat should not, by itself, cause a team to conclude that a subject does not pose a threat or danger to self or others.

8. **The relationship between mental illness and violence is complex.** Most people living with mental illness will not be violent toward others. Most people who are violent are not mentally ill. The presence of serious mental illness increases general risk of violence, but it is not the major factor that it is perceived to be and is almost never the sole or primary explanation for a violent act. Other risk factors, e.g., having a history of violence, childhood exposure to violence, or substance abuse or dependence, have more significant correlations with violence overall. When considering targeted violence, substantially higher rates of severe mental illness have been observed among adult mass murderers, public figure attackers, and lone actor terrorists than in the general population. However, even for many of these, having a mental illness was less of a factor for violence risk than was the cessation or lack of adequate treatment for the illness. For threat assessors dealing with a subject of concern, the symptoms and behaviors associated with the subject's mental illness (versus the diagnosis) can be significant factors impacting a case.
9. **An inquisitive, objective, and diligent mindset is critical to successful threat assessment and management.** Those who carry out threat assessments must strive to be thorough, diligent, accurate, and fair, continuing throughout the assessment process both to gather pieces of information and to fit the pieces into a larger picture to gain understanding of the context and situation. One hallmark of a good inquiry or investigation is corroboration or fact-checking. Where possible, it is important to see where information from one source is confirmed by (or with) information from another source.
10. **A collaborative and coordinated approach between systems within the school and community are critical for an effective threat assessment and management process.** Effective working relationships and collaborations with services and programs both within the school, e.g., school psychologist, school social worker, school counselor, school-based mental health clinicians, administrators, disciplinary officers, human resources, etc., and the broader community, e.g., mental health providers, juvenile justice system, child welfare agencies, law enforcement, etc., are critical to identifying, assessing, and managing individuals who are on the Pathway to Violence.
11. **Essential elements of an effective threat assessment and management process.** Research and practice have shown that, to establish and sustain an effective behavioral threat assessment and management process, organizations must have a systemic process that:

    a. Utilizes an effective and relevant multi-disciplinary approach that enhances the team's ability to address all threats;
    b. Enables community engagement and centralized awareness of developing concerns through an active outreach program;
    c. Conducts a thorough holistic and contextual assessment of the situation (e.g., using the STEP framework);
    d. Implements proactive and integrated case management strategies (e.g., using the STEP framework);
    e. Monitors and re-assesses cases on a longitudinal basis;
    f. Conducts all practices in accordance with relevant laws, policies, and standards of practice; and
    g. Sustains a focus on continuous improvement of the process and adapts to challenges and changing needs.

Exhibit - Threat Assessment Documentation

Imminent threats require immediate containment and action to protect the District's environment and/or identified or identifiable target(s). A School Threat Assessment Team does not document its activities in response to an imminent threat until after the threat is contained.

The Virginia Center for School and Campus Safety has created a model *School Threat Assessment ~~Triage~~ and ~~Assessment~~ Management Form* (Form) containing ~~eight~~ six parts, on pages ~~31~~108-~~41~~ 126 in a publication entitled *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, ~~Second~~ Fifth Edition (~~2016~~2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services at: ~~www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf~~ https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg-dec2022_mpd.pdf.

The Form contains investigation questions designed to help a School Threat Assessment Team gather information to identify, assess, classify, respond to, and manage threats of targeted violence to the District's environment. Modify the questions on the Form to reflect the District's local conditions and each School Threat Assessment Team's specific building needs. Members of the School Threat Assessment Team should use the Form to document threat assessment activities and in conjunction with 4~~:~~.190-AP1, *Targeted School Violence Prevention Program*; 4~~:~~.190-AP2, *School Threat Assessment Team*; 4~~:~~.190-AP2, E1, *Principles of Threat Assessment*; 4~~:~~.190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*; 4~~:~~.190-AP2, E4, *Responding to Types of Threats*; and 4~~:~~.190-AP2, E5, *Threat Assessment Case Management Strategies*.

Consult the Attorney for the District for recordkeeping procedures when or if the information gathered and entered in the Form is placed in a student's temporary record. See also Board ~~policy~~ Policy 7~~:~~.340, *Student Records*.

Adopted: July 15, 2020
Reviewed: ~~May 2020~~July 2024
Amended:

Exhibit - Threat Assessment Key Areas and Questions; Examples (REWRITTEN)

This exhibit provides examples for Building-level School Threat Assessment Team members to use when assessing reports of threats to the District's environment. School Threat Assessment Team members use this exhibit to assess a threat while following 4:190-AP2, *School Threat Assessment Team*.

Key Areas of Assessment

Review and use the following **key areas** of assessment. This is not intended as an exhaustive or complete list of areas of inquiry. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the circumstances.

Before conducting an interview with an individual of concern: (1) learn the facts that brought the individual to the attention of school administrators and others; and (2) review information about the individual's background, interests, and behaviors.

Key Area: Interview with person(s) who reported the threat, threat recipient(s)/target(s), and other witness(es): Interview, when possible, all persons who witnessed the reported and/or concerning behavior, including the individual of concern and all recipients/targets. Inform the individual of concern that the primary purpose of the interview is to gather information about a possible situation of concern and, when possible, prevent harm to staff members and/or students.

Ask potential targets of the threat about their relationship to the individual of concern and any recent interactions with him or her. Gather information about grievances and grudges that may exist in these relationships. Conduct interviews of potential targets with special sensitivity and gather information without alarming them. If you believe a risk of violence to a potential target exists, offer him/her any available assistance and support for their safety.

Because the process provides a revised understanding of the situation in real time, always review new incoming information and re-evaluate the threat. Maintain contact with the targets to obtain information about any more concerning behaviors, improvements to the situation, or other developments.

Key Area: Review records and consult with staff who know the individual of concern: Background information may assist with the approach to and questioning of the individual of concern. It may also help determine whether the individual of concern poses a threat to particular targets. Knowing background information before the interview may help determine whether the individual of concern is honest. Areas that may contain helpful background information include:

- Recent or historical work or school performance history
- Disciplinary or personnel actions
- Prior School Threat Assessment Team contacts
- Law enforcement or security contacts at school and/or in the community
- Any involvement with mental health or social services
- Presence of problems in the individual of concern's life
- Current or historical grievances that may be related to the behavior of concern
- Electronic searches: Internet, social media, email, etc.

Key Area: Interview with the individual of concern: Directly ask an individual of concern who is a staff member or student about his/her reported actions and/or intentions. Many individuals of concern will respond truthfully to direct questions when they are asked in a non-judgmental manner. This interview could elicit important information to understand an individual of concern's situation and identify possible targets, which can assist the assessment of the risk of violence. More leads for further assessment may also arise.

Interviews send the message to the individual of concern that the District noticed his/her behavior, and it caused concern. They also provide the individual of concern an opportunity to: (1) tell his/her perspective, background, and intent; (2) be heard and experience support; and (3) reassess and redirect his/her behavior away from concerning activities. To an individual of concern who has mixed feelings about attacking, an interview may suggest people are interested in his/her welfare, and that there are better, more effective, ways to deal with challenges or with specific people.

While interviewing an individual of concern might provide valuable information, relying solely on that interview to make judgments about whether the individual poses a threat likely presents problems. Information offered during the interview may be incomplete, misleading, or inaccurate; and seeking corroboration and verifying information learned during the interview is very important.

Key Questions to Ask

Thoughtful consideration of the answers to the following key questions will produce a foundation for the School Threat Assessment Team's response to the main question in its assessment: Does the individual of concern pose a threat of targeted violence toward the District's environment?

Examine information gathered for evidence of behavior and conditions that suggest the subject is planning and preparing for an act of violence and/or to cause harm to him/herself or others in the District environment. Based on a review of the totality of the information available, try to answer the following questions:

1. **What are the individual of concern's motive(s) and goal(s)? What first brought him/her to someone's attention?**
   - Does the individual of concern have a major grievance or grudge? If so, against whom?
   - Does the situation or circumstance that led to these statements or actions still exist?
   - What efforts have been made to resolve the problem and what was the result?
   - Does the individual of concern feel that any part of the problem is resolved or see any alternatives?
   - Has the individual of concern previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
2. **Have there been any communications suggesting ideas, intent, planning, or preparation for violence?**
   - What, if anything, has the individual of concern communicated to someone else (targets, friends, co-workers, others) or written in a diary, journal, email, or website concerning his/her grievances, ideas and/or intentions?
   - Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc.?
   - Has anyone been alerted or *warned away*?
3. **Has the individual of concern shown any inappropriate interest in, fascination, and/or identification with other perpetrators and/or incidents of mass or targeted violence, e.g., terrorism, school/workplace shootings, mass murderers:**
   - Previous perpetrators of targeted violence?
   - Grievances of perpetrators?
   - Weapons/tactics of perpetrators?
   - Effect or notoriety of perpetrators?
4. **Does the individual of concern have, or is he/she developing, the capacity to carry out an act of targeted violence?**
   - How organized is the individual of concern's thinking and behavior?
   - Does the individual of concern have the means, e.g., access to a weapon, to carry out an attack?
   - Is he/she trying to get the means to carry out an attack?
   - Has he/she developed the will and ability to cause harm?

~~Has he/she practiced or rehearsed for the violence?~~
~~What is the *intensity of effort* expended in attempting to develop the capability?~~

~~**5. Is the individual of concern experiencing hopelessness and/or desperation?**~~

~~Is there information to suggest that the individual of concern is feeling hopeless or desperate?~~
~~Has the individual of concern experienced a recent failure, loss, and/or loss of status?~~
~~Is the individual of concern having significant difficulty coping with a stressful event?~~
~~Has the individual of concern engaged in behavior that suggests that he/she has considered suicide?~~

~~**6. Does the individual of concern have a positive, trusting, sustained relationship with at least one responsible person?**~~

~~Does the individual of concern have at least one friend, colleague, family member, or other person that he/she trusts and can rely upon for support, guidance or assistance?~~
~~Is that trusted person someone that would work collaboratively with the School Threat Assessment Team for the well-being of the individual of concern?~~
~~Is the individual of concern emotionally connected to other people or becoming more socially isolated?~~

~~**7. Does the individual of concern see violence as an acceptable, desirable – or the only – way to solve a problem?**~~

~~Does the individual of concern still perceive alternatives to violence to address his/her grievances?~~
~~Does the setting around the individual of concern (friends, colleagues, family members, others) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?~~
~~Has the individual of concern been "dared" by others to engage in an act of violence?~~
~~Has the individual of concern expressed sentiments of finality or desperation to address grievances?~~

~~**8. Are the individual of concern's conversation and *story* consistent with his/her actions?**~~

~~Does information from other interviews and the individual of concern's own behavior confirm or dispute what the individual says is happening and how he/she is dealing with it?~~
~~Is there corroboration across sources or are the individual of concern's statements at odds with his/her actions?~~

~~**9. Are other people concerned about the individual of concern's potential for violence?**~~

~~Are those who know the individual of concern concerned about him/her: (a) taking action based on violent ideas or plans; (b) targeting a specific person; or (c) engaging in protective actions, e.g., distancing, avoiding, minimizing conflict, etc.?~~

~~**10. What circumstances might affect the likelihood of an escalation to violent behavior?**~~

~~What events or situations in the individual of concern's life, now or in the near future, may increase or decrease the likelihood that the individual will engage in violent behavior?~~
~~Are School Threat Assessment Team's interventions escalating, de-escalating, or having no effect on movement toward violence?~~
~~What is the response of others who know about the individual of concern's ideas or plans? Do others: (a) actively discourage the subject from acting violently; (b) encourage the subject to attack; (c) deny the possibility of violence; or (d) passively collude with an attack, etc.?~~

This exhibit provides examples for Building-level School Threat Assessment Team members to use when assessing reports of threats to the District's environment. School Threat Assessment Team members use this exhibit to assess a threat while following 4.190-AP2, *School Threat Assessment Teams*.

Key Areas of Assessment

Review and use the following **key areas** of assessment. This is not intended as an exhaustive or complete list of areas of assessment. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the circumstances.

Before conducting an interview with a subject of concern (subject): (1) learn the facts that brought the subject to the attention of school administrators and others; and (2) review information about the subject's background, interests, and behaviors.

Interview with threat recipient(s)/target(s) and witness(es): Interview, when possible, all persons who witnessed the reported and/or concerning behavior, including the subject and all recipients/targets. Inform the interviewee that the primary purpose of the interview is to gather information about a possible situation of concern with the goals of preventing harm to staff or students, and providing assistance to those involved.

Ask potential targets about their relationship to the subject and any recent interactions with the subject. Gather information about grievances and grudges that may exist in these relationships. Conduct interviews of potential targets with special sensitivity and gather information without unduly alarming them. If the School Threat Assessment Team believes a risk of violence to a potential target exists, offer them any available assistance and support for their safety.

Because the process facilitates increased and revised understanding of issues over time, always review new information and re-evaluate the threat accordingly. Maintain contact with the target to obtain information about any further behaviors of concern, improvements to the situation, or other relevant developments.

Review records and consult with staff who know the subject: Background information may assist the School Threat Assessment Team 's approach to and questioning of the subject. It may also help determine whether the subject poses a threat to particular targets. Knowing background information before the interview may help the School Threat Assessment Team judge whether the subject is forthcoming and straightforward. Areas that may contain helpful background information include:

1. Recent (and perhaps historical) work or school performance history
2. Disciplinary or personnel actions
3. Prior TAT contacts
4. Law enforcement or security contacts at school and in the community
5. Prior critical involvement with mental health or social services
6. Presence of problems in the subject's life
7. Current or historical grievances that may be related to the behavior of concern
8. Online searches: Internet, social media, email, etc.

Interview with the subject of concern: Directly ask a subject who is a staff member or student about their actions and intentions. Many subjects will respond forthrightly to direct questions when they are asked in a non-judgmental manner. This interview could elicit important information that permits the School Threat Assessment Team to understand a subject's situation and identify possible targets, which can assist the assessment of the risk of violence. More leads for further inquiry may also arise.

Interviews send the message to the subject that the District noticed their behavior, and it caused concern. They also provide the subject an opportunity to: (1) tell their perspective, background, and intent; (2) be heard and experience support/empathy where appropriate; and (3) reassess and redirect their behavior away from concerning activities. To a subject who has mixed feelings about attacking, an interview may suggest people are interested in their welfare, and that there are better, more effective, ways to deal with problems or with specific people.

Although interviewing a subject might provide valuable information, relying too heavily on that interview to make judgments about whether the subject poses a threat is likely to present problems. Information offered by the subject may be incomplete, misleading, or inaccurate; and seeking corroboration and verifying information learned during the interview is important.

Key Questions to Ask

Thoughtful consideration of the answers to the following key questions will produce a foundation for the School Threat Assessment Team's response to the main question in its assessment: Does the subject pose a threat of targeted violence toward the District's environment? Note: this is not intended as an exhaustive or complete list of areas of inquiry, but as core areas that support assessment and understanding of the situation, the nature and severity of any risk, and that may guide School Threat Assessment Team interventions. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the situation.

Questions Regarding the Subject of Concern

Inquiry regarding a subject of concern seeks information regarding the nature and severity of concerns, whether the subject may pose a threat of violence or other harm to self or others; or is otherwise in need of assistance or intervention. The inquiry considers all sources of information that may be relevant to gaining as comprehensive an understanding of the subject and their concerns, as circumstance may allow. Consider the presence of risk and protective factors, warning signs, coping skills and support systems that may be relevant to the case.

1. What behaviors are causing concern for or about the subject?

Does the situation or circumstance that led to these statements or actions still exist?
When, where, and in what circumstances do the behaviors tend to occur?
Is there a pattern to the behaviors or a change in pattern of behavior that is causing concern?
If the behaviors have occurred previously, how has the subject dealt with the grievances? What kept them from acting violently?
Has the subject previously come to someone's attention or raised concern in a way that suggested the subject needs intervention or supportive services?
Are the subject's behaviors causing others concern for the welfare of the subject or others?

2. Have there been any concerning, aberrant, threatening, or violent communications?

Were there *directly communicated threats* (threats made directly) to targets or sources of grievances?
Has there been *leakage* (communications to third parties about grievances, ideation, or intent to use violence, planning, or preparation?)
How, e.g., in person, letter, email, diary/journal, social media, website, etc., and to whom, e.g., targets, peers, others, is the subject communicating?
What is the *intensity of effort* (frequency and duration of contact, multiple measures used, multiple recipients or targets of communication) in communications or attempts to address grievance?
Do the subject's communications provide insight about motives/grievances, ideation, planning, preparation, timing, targets, etc.?
Has anyone been alerted or *warned away*?

3. What are the subject's motives and goals?

Does the subject have a major grievance or grudge?

Against whom? What is the relationship between the subject and any identifiable targets?
Are there other motives that support the use of violence, such as a desire for notoriety/fame?
What does the subject seem to want to achieve with the behavior?
Does the subject seem fixated on the grievance, target, or need for justice through violence? *Fixation* may be exhibited through increasing perseveration on person or cause or need for resolution; increasingly strident opinion and negative characterization of target; impact on family and other associates of subject, if present and aware; and/or angry emotional undertone, accompanied by social or occupational deterioration.
What efforts have been made to resolve the problem and what has been the result?

4. Has the subject shown any inappropriate interest in, fascination, or identification with other incidents or perpetrators of targeted violence (e.g., school/workplace attacks, mass murderers, terrorism, weapons, etc.)?

Do they exhibit a heightened interest, fascination, obsession, or fixation with acts of violence?
Do they immerse themselves in exposure to violence through movies, videos, books, video games, social media, etc., to the detriment of other life activities or in ways that negatively impact others?
Identification - a strong desire or need to emulate or be like others - may be with the perpetrators of targeted violence or powerful figures; grievances of other perpetrators; weapons or tactics of other perpetrators; effect or notoriety of other perpetrators; and/or ideologies or groups that support and encourage the use of violence to address grievances.

5. Does the subject have, or are they developing, the capacity to carry out an act of targeted violence?

Are there *Pathway to Violence* (see 4:190-AP2, E1, *Principles of Threat Assessment*) warning behaviors?
Where is the subject along the Pathway? How quickly are they moving?
Are there changes in activity levels or rate of movement or *energy bursts* (flurries of or changes in frequency/variety of activity)? Do certain circumstances or events tend to impact their movement?
Is the subject's thinking and behavior organized sufficiently to engage in planning and preparation?
Is there a history of violence that speaks to capacity or potential targets?
Are there aspects of *novel aggression* (testing limits/boundaries or atypical aggression) when there is no history of violence?

6. Is the subject experiencing hopelessness, desperation, and/or despair?
Has the subject experienced a recent perceived loss, failure, or injustice?
Do they experience shame or humiliation related to the loss, failure, or injustice?
Is the subject having significant difficulty coping with a stressful event? Are there multiple stressors?
Are there indications of *last resort behaviors* (increasing desperation or distress, pressing subject into violence as a position of last resort)?
Has the subject engaged in behavior that suggests they have considered ending their life?

7. Has the subject's behavior indicated or raised concern of need for intervention or supportive services?

Does the subject have difficulty coping?
Are there symptoms of severe, acute, or untreated mental illness, such as:

Significant lack of contact with reality (hallucinations, delusions, or extreme wariness, distrust, or paranoia)
Symptoms that impact the subject's perception of grievances or how others respond to subject
Significant or sustained agitation or anxiousness
Significant or sustained depressed mood
Alcohol or other drug use/abuse
Pervasive patterns of maladaptive behavior

Does the subject have access to treatment resources? If so, are they actively engaged in those services and compliant with the treatment plan and/or prescriptions?

8. Does the subject have protective factors, stabilizers, or buffers that inhibit use of violence?

Several factors may decrease risk or inhibit escalation to violence. Check for these protective factors to see if they are present and stable, absent, or diminishing, or need to be bolstered:

Views violence as unacceptable, immoral
Accepts responsibility for actions
Demonstrates remorse for inappropriate behavior
Respects reasonable limits and expectations
Uses socially sanctioned means of addressing grievances
Values life, job, relationships, freedom
Fears loss of reputation, job, freedom, life
Maintains, uses, and builds effective coping skills
Treatment access, compliance, and engagement
Sustains trusted and valued relationships/support systems

A sustained, trusting, and valued relationship with at least one responsible person can be a key stabilizer and inhibitor to violence. That person can provide support, challenge distorted perceptions or violent ideation and help connect the subject with support. Consider:

Does the subject have at least a friend, colleague, family member, or other person that they trust and can rely upon for support, guidance, or assistance?
Is that trusted person someone that would work collaboratively with the TAT for the well-being of the subject? Does that other person have skill and willingness to monitor, intervene, and support the subject?
Is the subject emotionally connected to and engaged with other people?
Is there a deterioration of support, increased withdrawal, or isolation from, or alienation by prior support systems?

Questions Regarding Potential Targets

Targets (and others impacted by the subject's behavior) may behave or respond in ways that indicate the level of threat they perceive, that increase their vulnerability or diminish their ability to protect themselves, or that reflect needs for assistance or support.

Are targets (or others) indicating vulnerability or concern about, or impact by, the subject's behavior?
Are those who know the subject concerned that he or she might act based on violent ideas or plans?
Are those who know the subject concerned about a specific target?
Are they concerned for the well-being of the subject?

Are targets or others around the subject engaging in protective actions, e.g. distancing, avoiding, minimizing conflict, modifying routines or behaviors, etc., even if they do not define the subject as a threat.
Are targets engaging in behavior or in situations that increase their:
Desirability: A source of the subject's grievances or fuel fantasies for violence.
Availability: The proximity or access between the subject and the target.
Vulnerability: Lack of protective factors or behaviors or coping abilities of the target.
Do targets have adequate coping and support resources?
Are targets or others experiencing stress, trauma, or other symptoms that may benefit from intervention?

Questions Regarding Environmental/Systemic Factors Impacting the Situation

These factors impact or stem from the school/workplace/family environment or systemic issues or challenges that may allow, encourage (or not discourage), or exacerbate the use of violence to address concerns, may inhibit reporting of concerns, or that may impact ability to effectively resolve concerns.

Are there environmental/systemic factors that are impacting the situation?
Systemic, policy, or procedural problems?
Unfair, inconsistent, or biased disciplinary processes?
Silos, gaps, or delays in reporting of concerns?
Poor conflict management skills?
Poor supervisory skills and/or willingness to address?
Inadequate resources to address needs?
School/family/social climate concerns, e.g., harassment, bullying, bias, neglect, or abuse?
Lack of support or treatment resources in the community?
Social influences of others in the environment?

Questions Regarding Precipitating Events

Violence risk is dynamic and situational. It is important to consider not just the current situation involving the subject, target and environment/systems, but also those that may change in the near to mid-term, and whether those changes could make things better or worse for the case.

Are there Precipitating Events that may impact the situation currently and in the foreseeable future?
Common precipitants are related to loss, failures, or injustices, as well as events or circumstances that trigger memories of past grievances, or situations that create unexpected opportunities to act.

Questions Regarding the Integrity of the Threat Assessment Process

What is the consistency, credibility, and completeness of information about the situation?
Are the subject's conversation and story consistent with their actions?
Do collateral sources confirm or dispute what the subject says is going on and how they are dealing with it?
Are there multiple sources? If so, are they providing consistent information?
What gaps exist in understanding the situation? What don't we know?
What bias or misperceptions may be influencing witnesses, targets, TAT members? Consider sources of bias/distortion in our thought processes, including but not limited to:

Confirmation Bias: Seeking and integrating information that supports/affirms our prior beliefs Anchoring: Base final judgment on information gained early on – first impressions may bias future perspectives.
Over-Confidence: Failure to spot limits of knowledge and therefore perceive less risk. Too much faith in ability.
In-Group Bias: Overestimate abilities, value, and credibility of people we know (or are similar to) more than people we do not know or who are different.
Availability: Overestimate likelihood of events that have greater availability in memory due to being unusual, recent, or emotionally salient.
Probability Neglect: Overestimate risks of harmless or low probability events, while underestimate risks of high probability events even when they are not harmless (1/84 chance of dying in vehicle accident vs 1/5,000+ of dying in plane crash).
Fundamental Attribution Error: Place blame for own bad outcomes on external events. When others have bad outcomes, make judgements about them – failure to account for interactions between the person and the situation.
Hindsight Bias: Overestimate predictability of past events based on current knowledge of facts and outcome.

Exhibit – Responding to Types of Threats

After a threat is assessed, use this exhibit with subhead **Responding to and Managing Threats** in 4~~:~~.190-AP2, *School Threat Assessment Team*. ~~Each threat level listed~~It provides examples of possible ~~research-based appropriate~~ responses for School Threat Assessment Teams to consider and is not intended as an exhaustive or complete list.

Imminent Threat Responses

Imminent threats require immediate: containment and action to protect the target, referral to law enforcement, and consultation with the school resource officer. Following containment and action to protect the target, the School Threat Assessment Team becomes involved and follows the procedures set forth in High-~~Risk~~ Level Threat Responses.

Low-~~Risk~~ Level Threat Responses

Resolve a low-~~risk~~ level threat case with any of the following, as appropriate:

1. No further action;
2. Have involved individuals issue a clarification, explanation, retraction and/or an apology;
3. Refer the individual of concern for disciplinary action in accordance with Board policy; and/or
4. Refer the individual of concern and/or target to school and/or community-based resources.

If the individual of concern and/or target is referred for resources or services, a member of the School Threat Assessment Team is designated to monitor the individual of concern's/target's reactions for a short period of time, to ensure the referral was effective.

When the target is a student the School Threat Assessment Team may, at its discretion, notify the target and ~~his/her~~their parent(s)/guardian(s). If the parent(s)/guardian(s) are notified, contact them promptly and reassure them that the threat has been resolved. That School Threat Assessment Team may also notify parent(s)/guardian(s) of the individual of concern, so they are aware of the situation and that it has been resolved.

If new information comes to the attention of the School Threat Assessment Team, reassess and update the case management plan.

Moderate-~~Risk~~ Level Threat Responses

Resolve a moderate-~~risk~~ level threat case with any of the following, as appropriate:

1. Protect the target with the following precautions:
   a. Direct supervision to prevent the threat while at school, at school functions, or on the bus.
   b. Caution the individual of concern about the consequences of carrying out the threat.
   c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the individual of concern who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
   d. When the individual of concern is a student, contact the individual's parent(s)/guardian(s) to assume responsibility for supervising the individual and to enlist their support to prevent the individual from carrying out the threat.
2. Consult with the school resource officer to assist in monitoring and supervising the individual of concern and determine the need, if any, for law enforcement action.
3. Refer the individual of concern for disciplinary action in accordance with Board policy.
4. Refer the individual of concern and/or target for counseling, conflict mediation, or other interventions to reduce the threat and to address the underlying conflict/issues that led to

the threat. The Building Principal will involve school-based professionals and/or community-based professionals who can provide assistance and appropriate intervention.

5. Conduct a mental health risk assessment when the School Threat Assessment Team reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. Follow parameters for the mental health risk assessment as outlined in High-~~Risk~~ Level Threat Responses, below.

High-~~Risk~~ Level Threat Responses

Resolve a high-~~risk~~ level threat with any of the following, as appropriate:

1. Notify law enforcement to contain the threat and to consult regarding school resource officer.
2. Immediately protect the target with the following precautions:
   a. Direct supervision to prevent the threat while at school, at school programs, or on the bus.
   b. Caution the individual of concern about the consequences of carrying out the threat.
   c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the individual of concern who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
   d. When the individual of concern is a student, contact the individual's parent(s)/guardian(s) to enlist their support to prevent the individual from carrying out the threat; have either law enforcement or the individual's parent(s)/guardian(s) assume responsibility for supervising the individual of concern.
3. Refer the individual of concern for disciplinary action in accordance with Board policy.
4. Conduct a mental health risk assessment when the School Threat Assessment Team reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. The mental health risk assessment will be conducted by a qualified independent medical/psychological professional who does not have a treatment relationship with the individual of concern. The professional will base ~~his/her~~their assessment on a review of all available information, including but not limited to an interview of the individual of concern by the professional. The professional will prepare a written report that identifies the problem/conflict that prompted the threat and recommends strategies to address the problem/conflict and to reduce the risk of violence.
   a. The Building Principal will determine the conditions for the individual of concern's readmission to school, which may include requiring the individual to cooperate in a mental health evaluation. If the individual is a student, the parent(s)/guardian(s) will be notified of all readmission requirements and of any failure to comply. A readmission meeting will be held prior to the individual's return to school.
   b. The School Threat Assessment Team will attempt to obtain any required signed permission for release and exchange of information with mental health provider(s), if any, and where appropriate, LLEAs.
   c. After receiving the mental health risk assessment report, the School Threat Assessment Team will convene to complete and implement a written safety plan that includes immediate steps to prevent the threat from being carried out and a plan for further action before the individual of concern is permitted to return to school or an alternative educational environment. The safety plan will include:

      Readmission conditions;
      Interventions, such as counseling or medication, that are needed to reduce risk;
      Scheduled follow-up contact with the individual of concern (and
      parent(s)/guardian(s) if individual of concern is a student) to assess changes

in risk and update the safety plan over time, until the perceived threat is resolved; and

The identities of person(s) responsible for monitoring and verifying that the safety plan is being followed.

A student/staff member should only be removed if the threatening behaviors engaged in by the individual of concern are a violation of the code of conduct/Board policy, and when all applicable disciplinary procedures are followed.

In the event that applicable disciplinary procedures are not available to school-based staff, and the school administration or School Threat Assessment Team believes the individual of concern poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services as provided in federal regulations implementing the Americans with Disabilities Act of 1990 (ADA) at 28 C.F.R. §35.139, the ADA's direct threat standard may be applied. Before applying the ADA's direct threat standard, the Building Principal will contact the District's Director of Special Education and Attorney for the District.

Exhibit – Threat Assessment Case Management Strategies (REWRITTEN)

~~Case management is a critical component of School Threat Assessment Team work. School Threat Assessment Teams use this exhibit to examine four types of research-based case management strategies when developing a case management plan in response to a threat. Types include: individual of concern-based, target-based, environmental/system, and monitoring for the impact of precipitating events. See subhead **Responding to and Managing Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*.~~

~~Case management integrates interventions, as appropriate, across the following relevant domains:~~

- ~~**S** De-escalate, contain, or control the **individual of concern** who may take violent action;~~
- ~~**T** Decrease vulnerabilities of the **target**;~~
- ~~**E** Modify physical and cultural **environment** and systems to discourage escalation; and,~~
- ~~**P** Prepare for and mitigate against **precipitating events** that may trigger adverse reactions.~~

~~Individual of Concern-Based Case Management Strategies~~

~~Schools regularly use many of the following examples of interventions or strategies to address inappropriate behavior including, but not limited to, threatening behavior. School Threat Assessment Teams focus on interventions that de-escalate, contain, control, and redirect the individual of concern away from plans and preparation for violence; and toward engaging with others, problem solving, adapting, and improving their coping skills and well-being. Examples include, but are not limited to:~~

1. ~~Maintain channel of communication and engagement (with individual of concern) to:~~
   a. ~~Gather information~~
   b. ~~Build rapport and relationship~~
   c. ~~Decrease isolation~~
   d. ~~De-escalate volatile reactions~~
   e. ~~Provide feedback and mentoring~~
   f. ~~Monitor reactions to grievances, interventions, and precipitating events~~
2. ~~Problem-solving about legitimate grievances~~
3. ~~Referral for assistance or support services, such as:~~
   a. ~~Academic assistance or accommodations~~
   b. ~~Social skills training~~
   c. ~~Behavioral contracting~~
   d. ~~Modification of student classroom assignment or schedule~~
   e. ~~Modification of work schedule or assignments~~
   f. ~~Alternative schooling/home schooling~~
   g. ~~Involvement in extra-curricular activities~~
   h. ~~Performance improvement plans~~
   i. ~~Peer coaching/mentoring~~
4. ~~Counseling/mental health services, such as:~~
   a. ~~Check-in/check-out with school counseling staff~~
   b. ~~Outpatient counseling/mental health care~~
   c. ~~Emergency psychiatric evaluation~~
5. ~~Disciplinary measures, such as:~~
   a. ~~Individual of concern confrontation or warning~~
   b. ~~Administrative orders for no contact or communication~~
   c. ~~Detention~~
   d. ~~Suspension~~
   e. ~~Termination/expulsion~~

f. Law enforcement involvement
g. Court-issued protective orders
h. Diversion programs

School Threat Assessment Teams select intervention strategies with the greatest potential for addressing short-term crises as well as longer-term preventive power. While holding students and staff accountable for their actions, school administrators will be fair and reasonable in disciplinary responses. Disciplinary responses may be combined with other actions such as parent/guardian conferences, modifications of student classroom assignment or schedule, and referrals to in-school and community-based programs.

School Threat Assessment Teams recognize that even fair and reasonable discipline can be perceived by the individual of concern as punitive discipline, which may lead to escalating threatening behavior. Suspension, expulsion or termination may risk triggering an immediate or delayed violent response unless they are coupled with containment and support. Suspension, expulsion, or termination options that focus solely on accountability and controlling the individual of concern do not address the ongoing challenges of:

1. Moving the individual of concern away from thoughts and plans of, and capacity for, violence and/or disruption;
2. Connecting the individual of concern to resources (when needed);
3. Mitigating organizational/systemic factors; and
4. Monitoring the individual of concern when he/she is no longer connected to the District.

In addition, a student who is suspended or expelled is often under less supervision than if he/she were to remain in a school setting. A student who is expelled may conclude: "I have lost everything. I have only a short time to act. I will give them what they deserve." TATs consider and plan for those responses by using separation strategies intentionally, being aware of their limitations, and anticipating their consequences.

Target-Based Case Management Strategies

School Threat Assessment Teams attempt to minimize risk and negative impact on targets and seek to maintain contact with targets (where appropriate) to help monitor the actions and impact of the individual. Examples of target-based case management strategies include, but are not limited to:

1. Coaching regarding personal safety approaches in dealing with the individual of concern:
   a. Clear statements to the individual of concern, e.g., "relationship/contact is unwanted" or "stop all contact and/or communication"
   b. Avoid subsequent contact/response
   c. Document all further contacts
   d. Do not engage emotionally, monitor "buttons" getting pushed
2. Minimize publicly available information, e.g., by scrubbing internet information, checking privacy settings on social media applications
3. Maintain awareness of surroundings
4. Vary routine
5. Develop contingency plans for escape, shelter, and support
6. Encourage use of support systems, e.g., counseling/mental services and victim assistance programs

Environmental/System Case Management Strategies

School Threat Assessment Teams take a holistic view of the situation, monitoring for underlying systemic causes that may be contributing not just to a given case, but perhaps to a range of cases over time. This level of intervention focuses on group and subgroup behavior, not just that of the individual of concern or target. Strategies include, but are not limited to:

~~1. Address systemic, policy, or procedural problems that may serve as precipitating events across cases~~
~~2. Bullying prevention/intervention programs~~
~~3. Enhance school/workplace climate – build and support a caring community~~
~~4. Intervene with associates that support or encourage violent behavior~~
~~5. Enhance conflict management skills of subgroups~~
~~6. Identify and address gaps in awareness of reporting and intervention options~~
~~7. Identify and address gaps in the threat assessment and management process~~

~~Monitoring for the Impact of Precipitating Events on Case Management~~

~~School Threat Assessment Teams recognize that cases do not occur in a vacuum and that life continues while they are assessing and intervening with a given case. School Threat Assessment Teams maintains an ongoing, long-term approach to anticipating, monitoring for, and (to the extent possible) managing the impact of potential precipitating events such as:~~

~~1. Loss impacting the individual of concern, e.g., job or income, status, relationship, health, rejection/ostracization~~
~~2. Injustice~~
~~3. Implementation of administrative notices/court orders~~
~~4. Violation of administrative notices/court orders~~
~~5. Anniversary events, e.g., date of beginning of relationship, date of end of relationship, date served with court orders/separation documents, birthdays, holidays~~
~~6.~~1. ~~Contagion effect of other high-profile or locally significant acts of violence~~

Case management is a critical component of Building-level School Threat Assessment Team work. School Threat Assessment Teams use this exhibit to examine types of research-based case management strategies when developing a case management plan in response to a threat. Types include: subject-based, target-based, environmental/systemic, and monitoring for the impact of precipitating events on case management. See subhead **Responding to and Managing Threats** in 4.190-AP2, *School Threat Assessment Team*.

Case management integrates interventions, as appropriate, across the following relevant domains:

S De-escalate, assist, refer, correct, contain, or control the **Subject** who may pose a threat of violence, harm, or significant disruption to self or others; or otherwise indicate a need for assistance or intervention;

T Decrease vulnerabilities, provide support and assistance for the **Target**/others impacted or otherwise indicating a need for assistance or intervention;

E Address **Environmental**/systemic issues to minimize impact, escalation, or recurrence;

P Prepare for and mitigate against **Precipitating events** that may impact the situation; and

PLUS Are there any actions the School Threat Assessment Team can or should facilitate to address any concerns noted, beyond those already being effectively done?

Subject-Based Case Management Strategies

Schools regularly use many of the following examples of interventions or strategies to address situations involving concerning, aberrant or threatening behavior. School Threat Assessment Team s should consider a broad range of interventions that may de-escalate, assist, refer, contain, control or redirect the subject away from plans and preparation for violence; and toward engaging with others, problem solving, adapting, and improving their coping skills and well-being. Examples include, but are not limited to:

1. Check-in/check-out to maintain channel of communication and engagement (with subject) to:

    a. Gather information
    b. Build rapport and relationship
    c. Decrease isolation
    d. De-escalate volatile reactions
    e. Provide feedback and mentoring
    f. Monitor reactions to grievances, interventions, and precipitating events

2. Problem-solving about legitimate grievances

3. Parent/family involvement

4. Referral for assistance or support services, such as:

    a. Academic/work assistance
    b. Special education IEP or Section 504 accommodations
    c. Alternative schooling/work
    d. Social skills training
    e. Conflict resolution training/anger management
    f. Behavioral contracting
    g. Modification of classroom assignment or work schedule
    h. Involvement in extracurricular activities
    i. Performance improvement plans
    j. Peer coaching/mentoring

5. Welfare/well-being checks
6. Counseling/mental health services, such as:

    a. Check-in/check-out with school counseling staff
    b. Ongoing support with school counseling staff
    c. Outpatient counseling/mental health care
    d. Emergency psychiatric evaluation

7. Independent medical/psychological evaluations, such as:

    a. Clinical violence risk and *direct threat* evaluation
    b. Fitness for duty evaluation

8. Referral for disciplinary measures, such as:

    a. Subject confrontation or warning
    b. Administrative orders for no contact or communication
    c. Detention
    d. Suspension
    e. Termination/expulsion

9. Referral/notification to law enforcement or criminal justice system

    a. Law enforcement/juvenile justice involvement
    b. Court-issued protective orders

c. Diversion programs

School Threat Assessment Teams select intervention strategies with the greatest potential for addressing short-term crises as well as longer-term preventive power. While holding students and staff accountable for their actions, school administrators will be fair and reasonable in disciplinary responses. Disciplinary responses may be combined with other actions such as parent/guardian conferences, modifications of student classroom assignment or schedule, and referrals to in-school and community-based programs.

School Threat Assessment Teams recognize that even fair and reasonable discipline can be perceived by the subject as punitive discipline, which may lead to escalating threatening behavior. Suspension, expulsion, or termination may risk triggering an immediate or delayed violent response unless they are coupled with containment and support. Suspension, expulsion, or termination options that focus solely on accountability and controlling the subject do not address the ongoing challenges of:

1. Moving the subject away from thoughts, plans of, and capacity for violence and/or disruption;
2. Connecting the subject to resources (when needed);
3. Mitigating organizational/systemic factors; and
4. Monitoring the subject when he/she is no longer connected to the District.

In addition, a student who is suspended or expelled is often under less supervision than if he/she were to remain in a school setting. A student who is expelled may conclude: "I have lost everything. I have only a short time to act. I will give them what they deserve." School Threat Assessment Teams consider and plan for those responses by using separation strategies intentionally, being aware of their limitations, and anticipating their consequences.

Target-Based Case Management Strategies

School Threat Assessment Teams attempt to minimize risk and negative impact on identified or identifiable targets and seek to maintain contact with targets (where appropriate) to help monitor the actions and impact of the subject of concern. Examples of target-based case management strategies include, but are not limited to:

1. Strategies for Targets

    a. Set clear limits and boundaries with the subject regarding communications and contact.
    b. Document all contacts with the subject using a log noting the date/time/means of contact, nature of contact, witnesses, and impact on the target.
    c. Monitor communications for changes/escalations by the subject.
    d. Avoid contact with or response to the subject - do not reinforce the subject's attempts to get a response.
    e. Minimize reactivity to the subject's actions.
    f. Minimize publicly available information especially with social media and phone, e.g., by scrubbing Internet information, checking privacy settings on social media applications.
    g. Maintain/enhance situational awareness.
    h. Vary routine - be careful about consistent habits.
    i. Develop contingency plans for avoidance or escape from the subject, shelter, situational awareness, and personal safety.
    j. Use support systems - being/feeling like a target can be stressful.

2. Organizational Strategies for Reducing Target Vulnerability

    a. Engage/liaise with target - assign a team member as a point of contact for support and assistance.
    b. Change work/class schedule (hours and/or location).
    c. Change/enhance security in work/class location.
    d. Notify staff who can help monitor if the subject is present or posing a threat to target.
    e. Security staffing
    f. Safety escorts
    g. Fear management
    h. Counseling/employee assistance program referrals

Environmental/System Case Management Strategies

School Threat Assessment Teams take a holistic view of the situation, monitoring for underlying systemic causes that may be contributing not just to a given case, but perhaps to a range of cases over time. This level of intervention focuses on group and subgroup behavior, not just that of the subject or target. Strategies include, but are not limited to:

1. Address systemic, policy, or procedural problems.
2. Address reporting gaps/delays.
3. Intervene with associates that support violent behavior.
4. Enhance conflict management skills of groups.
5. Bullying prevention/intervention programs
6. Enhance supervisory skills and accountability.
7. Enhance school/workplace climate by building a safe, caring, and connected community. School Threat Assessment Teams work best in schools that have an overall safe climate, where students and employees feel respected and feel that situations are handled fairly. Connection through human relationships is a central component of a culture of safety and respect. The principle objective of school violence-reduction strategies is to create cultures and climates of safety, respect, and emotional support within the school. Strategies to support and enhance a positive school/workplace climate include, but are not limited to:

    a. Effective communication among and between school staff, students, and parents/guardians.
    b. School climate assessments and intervention with identified issues.
    c. Emphasis on school connectedness.
    d. Strong but caring stance against a code of silence.
    e. Bullying/harassment prevention and intervention.
    f. School-law enforcement partnerships, including well-trained school resource officers.
    g. Collaborative relationships with mental health, social services, and other community-based resources.
    h. Planning and preparation to deal with, respond to, and recover from potential crises.
    i. Physical security and crime prevention through environmental design.

Monitoring for the Impact of Precipitating Events on Case Management

School Threat Assessment Teams recognize that cases do not occur in a vacuum and that life continues while they are assessing and intervening with a given case. School Threat Assessment Teams maintain an ongoing, longitudinal approach to anticipating, monitoring for, and (to the extent possible) managing the impact of potential precipitating events such as:

1. Minimize unnecessary precipitants where possible (look to systemic issues that unnecessarily impact cases).
2. Consider the impact of the timing and location of interviews.
3. Monitor and plan for loss/injustice impacting the subject, e.g., job or income, status, relationship, health, rejection/ostracization, etc.
4. Monitor and plan for key dates/events in the process of case management, such as:
   a. Anniversaries, e.g., date of beginning of relationship, date of end of relationship, date served with court orders/separation documents, birthdays, holidays, etc.
   b. Hearings
   c. Court dates
   d. Service of notice about outcomes
5. Monitor for reactions to administrative/court actions.
6. Monitor for reactions to case management/interventions.
7. Monitor for contagion effect of other high profile or locally significant acts of violence.

Field Trips

Field trips are permissible when the experiences are ~~aligned to~~a part of ~~-~~the school curriculum and/or contribute to the District's educational objectives.

All field trips must have the Superintendent or designee's prior approval. The Superintendent will report during the Board's regular meetings ~~Trips~~ field trips and co-curricular athletic or other activity trips that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school ~~must have prior Board approval, except State tournament competition, in which case approval by the Superintendent will be sufficient~~.

The Superintendent or designee shall analyze the following factors to determine whether to approve~~, or recommend approval of,~~ a field trip:

- ~~educational~~ Educational value~~,~~
- Distance to be traveled
- Location
- Travel arrangements
- Fees
- Parent concerns
- Insurance carrier's liability feedback (if any)
- ~~student s~~Safety considerations~~,~~
- ~~parent concerns,~~
- ~~heightened~~ Heightened security alerts~~, and~~
- ~~liability concerns.~~Whether trip is an annual event

On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students:

1. Shall be given the opportunity to consent to their child's participation in any field trip, and

2. Are responsible for all entrance fees, food, lodging, or other costs, except that the District will~~may~~ pay such costs for students who qualify for a fee waiver under Board Policy 4.140, *Waiver of Student Fees*. ~~costs as determined on a case by case basis.~~

All non-participating students shall~~may~~ be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

No District employee or staff member shall take or accompany any student on a privately arranged trip related to or arising out of the student's participation in a course, a club, or co-curricular athletics or activities (e.g. foreign language trip, band trip), or with an educational tour group or travel company (e.g. Explorica, ACIS, EF Educational Tours), without first notifying the Superintendent or designee in writing of the trip prior thereto and providing the Superintendent or designee with a

signed Privately Arranged Trip Acknowledgment, Waiver, or Release form for each student going on the trip. Professional, ethical, and lawful behavior is expected of all District employees and staff members on privately arranged trips. All District staff members must comply with Administrative Procedure 5.120-AP2, *Employee Conduct Standards* and all teachers must comply with Exhibit 5.120-E1, *Code of Ethics for Illinois Educators*.

LEGAL REF.: 105 ILCS 5/29-3.1.
CROSS REF.: 4.140 (Waiver of Student Fees), 6.10 (Educational Philosophy), 7.10 (Equal Educational Opportunities) 7.270 (Administering Medicines to Students)
~~ADMIN. PROC.: 5.120-AP2, 5.120-E1, 6.240-AP1, 6.240-E1, 6.240-E2~~

Adopted: May 28, 1997
Reviewed: ~~August 2017~~July 2024
Amended: August 9, 2017

Administrative Procedure ~~-~~ Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

The District follows the ~~In its continuing commitment to help school districts and special education cooperatives comply with Illinois State Board of Education (ISBE) requirements for procedure, the special education committee of the Ill. Council of School Attorneys (ICSA) prepared model special education procedures. ISBE rules contain the requirements for~~ special education procedures ~~that must be adopted by each school district and cooperative entity.~~prepared by the Ill. Council of School Attorneys (ICSA) and~~ The~~ Illinois Association of School Boards (IASB)~~/ICSA model procedures are approximately 90 pages and are~~ available ~~on the IASB website~~at: ~~iasb.com/law/icsaspeced.cfm~~https://www.iasb.com/policy-services-and-school-law/guidance-and-resources/special-education/special-education-procedures-and-sample-policies/.

~~CROSS REF.: 6.120~~

Adopted: August 11, 2010
Reviewed: ~~June 2015~~July 2024
Amended: August 12, 2015

Administrative Procedure ~~- -~~ Field Trip ~~Guidelines~~Approval Process

Use this procedure for any field trips or school-sponsored trips with students. Coaches and sponsors do not need to use this procedure for regularly scheduled co-curricular athletic or activity contests unless the trip involves an overnight stay, out-of-state destination, and/or a distance of 200 or more miles from school.

Actor	Action
Teacher~~(s)~~, Coach, or ~~administrator~~ Sponsor seeking consent for a school-sponsored trip with students~~proposing the trip~~	• Submits a completed Exhibit 6.240-E1, *Field Trip Request Form* electronically to the Building Principal~~. all trip requests~~. The completed request must specifically describe each of the following: 1. The trip, including possible dates, ~~location~~destination, and experience~~;~~ 2. The trip's relationship to curriculum and/or educational ~~value~~objectives~~;~~ 3. Transportation requirements~~;~~ ~~3.~~4. Supervision plans that include, among other things, plans for at least two adult supervisors to be present with every grouping of students 5. The students who will be involved~~; and~~ ~~4.~~6. The alternative experience that will be provided non-participating students ~~5.~~7. A summary ~~and~~ /evaluation of any previous similar trip.
Building Principal	• Uses the following factors to analyze the trip request~~proposal and prepares a recommendation for the Superintendent or Board~~, as appropriate~~.~~: 1. Educational value 2. Distance to be traveled 3. Location 4. Travel arrangements 5. Fees 6. Parent concerns 7. Insurance carrier's liability feedback (if any) 8. Safety considerations 9. Heightened security alerts 10. Whether trip is an annual event • Approves or disapproves of the trip request
Teacher, Coach, or Sponsor	• Provides list of all participating students to the Building Principal • Collects fees from all participating students' parents/guardians and provides them to the Building Principal or designee or directs parents/guardians to the appropriate payment portal or designee for payment • Recruits parents/guardians for supervisory roles, as appropriate, and submits a list with contact information to the Building Principal
Parents/guardians	• Consents to student's participation in trip during Online Registration or using Exhibit 6.240-E2, *Parent/Guardian Field Trip Consent and Release Form*.

Actor	Action
	• If the student is participating, pays all applicable fees for entry, food, lodging, transportation, or other costs. The District will pay such costs for students who qualify for free and reduced school lunches in accordance with Board Policy 4.140, *Waiver of Student Fees*.
~~Appropriate teacher(s),~~ Building Principal or designee~~Administrative Assistant, and Building Principal~~	• Notifies school nurse of participating students. • Ensures the parents/guardians of all students participating in the field trip have consented to the student's participation during Online Registration or using Exhibit 6.240-E2, *Parent/Guardian Field Trip Consent and Release Form*. Exhibit 6.240-E2, *Parent/Guardian Field Trip Consent and Release Form* must be received from all participating students' parents/guardians: (1) where the field trip involves an overnight stay, out-of-state destination, and/or a destination that is a distance of 200 or more miles from the school; or (2) who have not consented to field trips during Online Registration. • Ensures all supervisors for the trip have completed a volunteer background screening • ~~Principal or designee -~~ Makes final transportation arrangements~~.~~ using Versatrans Triptracker. ~~• Teacher or Principal - Recruits parents/guardians for supervisory roles, as appropriate.~~ • ~~Administrative Assistant or Principal - Collects signed consent forms and fees from all participating students' parents/guardians.~~ ~~• Makes sure all supervisors have a list of the following:~~ ~~— Names of all student participants and supervisors~~ ~~— Names and specifics of students with special needs~~ ~~1. Name/phone number of emergency contacts for all students and supervisors~~ ~~2. Date/time and specific destination of trip~~ ~~3. Departure/arrival times both to and from destination~~ ~~4. Name and phone number of transportation company and primary contact in case of emergency~~ ~~5. Name/phone number of contact at destination~~ ~~— Once at destination, where to go in case of an emergency~~ ~~6. Make final supervisor assignments and informs all supervisors of their individual assignments~~ • ~~Teacher - Makes final supervisor assignments and informs all supervisors of their individual assignments.~~
~~Parents/guardians~~	~~• Decides whether to consent to their student's participation.~~ ~~• If the student is participating, pays all applicable fees for entry, food, lodging, transportation, or other costs. The District will pay such costs for students who qualify for free and reduced school lunches in accordance with olicy 4140, *Waiver of Student Fees*, except as determined on a case-by-case basis.~~
School Nurse	• Determines if participating students require medication during the trip. Exhibit 7.270-E1, *School Medication Authorization Form*, and all accompanying medication, must be completed

Actor	Action
	and received by the school nurse a minimum of one week prior to the field trip in order for medication to be taken by the student. • Completes Exhibit 7.270-E3, *Checklist for Delegation of Administration of Oral Medications by the School RN to Unlicensed Assistive Personnel (UAP).*
Teacher~~(s)~~, Coach, or ~~administrator proposing the field trip~~Sponsor	• Receives training from school nurse using Exhibit 7.270-E3, *Checklist for Delegation of Administration of Oral Medications by the School RN to Unlicensed Assistive Personnel (UAP)* for any students requiring medication during the field trip. • Ensures all supervisors have the following: 1. Names of all student participants and supervisors 2. Names and specifics of students with special needs 3. Name/phone number of emergency contacts for all students and supervisors 4. Date/time and specific destination of trip 5. Departure/arrival times both to and from destination 6. Name and phone number of transportation company and primary contact in case of emergency 7. Name/phone number of contact at destination 8. Once at destination, where to go in case of an emergency 9. Final supervisor assignments and individual assignments 10. For overnight trips, Exhibit 6.240-E4, *Overnight Field Trip Guidelines* • After a trip, evaluates the trip and provides the Building Principal with the evaluation.

~~CROSS REF.: 6.10, 7.270~~

~~ADMIN. PROC.: 6.240-E1, 6.240-E2~~

Exhibit –Field Trip Request Form

To be submitted by the Teacher/Sponsor and received by the ~~Transportation Department~~Building Principal at least two (2) weeks before the trip.

~~Is this an Overnight Trip? ☐ Yes ☐ No ~ Has Trip received Board Approval? ☐ Yes ☐ No~~

School:_____ ~~Day of Week: _____~~ Date(s) of Trip:_____

School Phone: _____ Destination Phone: _____

Sponsor Phone: _____ First Student Phone: _____

Departure Time from School:_____ Arrival Time at Destination:_____

Departure Time from Destination:_____ Arrival Time Back to School:_____

Grade/Group Making Trip: _____ Number of Buses Needed: _____

Total Number to Make Trip:_____ Rain Date: (*Confirm with Transportation)*_____

Destination:_____

Address:_____

Do you have: Directions? ☐ Yes ☐ No Pick up Point? ☐ Yes_____ ☐ No

~~*How does this experience relate to curriculum and/or Board goals:*~~

~~*Please write a brief evaluation of the trip (education trips only):*~~

Trip is: ☐ Educational ☐ Club ☐ Athletic ☐ Contests ☐ Spec. Ed. ☐ Team ☐ Other

Special arrangements checklist: ☐ Allergy Protocol ☐ Skyward student emergency contact list
☐ First aid kit ☐ Plan for other special needs

Provide a brief description of the trip, the students who will be involved with the trip, and a summary/evaluation of any previous similar trips:

Describe any applicable alternative experience for non-participating students:

How does this experience relate to curriculum and/or the District's educational objectives?

Is this an overnight trip, out-of-state trip, or trip to a destination 200 or more miles from the school? ☐ Yes ☐ No

Attach supervision plans (must include plans for at least two adult supervisors to be present with every grouping of students)

Teacher/Sponsor Signature:_____ Date: _____

~~**Principal Signature**:_____ ☐ Approved ☐ Not Approved ☐ Charge Date:_____~~

~~**Email to – Transportation@Unit5.org**~~

Adopted: April 24, 2013
Reviewed: April 2024
Amended:

~~For Transportation Department Use~~

~~Driver(s) Assigned: _____ Date Received by Transportation Dept: _____~~

~~Bus(es) Assigned: _____ Field Trip Number: _____~~

~~DRIVERS REPORT ON TRIP:~~

~~Bus/Van Number: _____~~

~~Odometer: Ending Miles: _____ Ending Time: _____ Miles Cost: _____~~

~~Starting Miles: _____ Starting Time: _____ Hourly Cost: _____~~

~~Total Miles: _____ Total Hours: _____ Total Cost: _____~~

~~Bus Driver Comments: _____~~

~~Bus Driver Signature: _____ Office Signature: _____~~

Exhibit - ~~Overnight Trip Request Form~~Parent/Guardian Consent for Field Trip and Release

This form ~~is to~~must be completed and submitted to ~~the Board of Education~~the Building Principal for ~~prior approval of~~ all trips ~~by students~~ that involve an overnight stay~~s~~, out-of-state destination~~s~~, and/or a destination that is a distance of 200 or more miles from school or where the parent/guardian has not consented to field trips during Online Registration.

PLEASE PRINT

Student's Name: _____

School: _____ **Grade:** _____

Teacher/Coach/Sponsor: _____

Name of Parent/Guardian: _____

Name of Field Trip: _____

Destination of Field Trip: _____

Date(s) of Field Trip: _____

Description of Field Trip: _____

_____

_____

Does the Student Require Medication During the Field Trip: ☐ Yes ☐ No
(EXHIBIT 7.270-E1, *SCHOOL MEDICATION AUTHORIZATION FORM*, AND ALL ACCOMPANYING MEDICATION, MUST BE COMPLETED AND RECEIVED BY THE SCHOOL NURSE A MINIMUM OF ONE WEEK PRIOR TO TRIP)

RETURN THIS FORM TO THE SCHOOL BY (Date): _____

_____

CONSENT AND RELEASE

I, Parent/Guardian, of the Student indicated above consent to Student's participation in the Field Trip. I acknowledge that Student's participation in the Field Trip is purely voluntary and there are certain known and unknown risks which could result in physical or emotional injury or damage to the Student or Student's property. In consideration for my Student's participation in the Field Trip, I hereby release Community Unit School District No. 5, McLean and Woodford Counties, Illinois (a/k/a McLean County Unit District No. 5), its current and former Board members and officers, administrators, employees, teachers, coaches, sponsors, and volunteers, together with their respective insurers and attorneys, whether in their individual or official capacities, from any loss, claim, demand, damage, cost, or liability for injuries or damages arising from my child's travel to or participation in the Field Trip.

_____
Signature of Parent/Guardian Date

~~School(s):~~

~~Student(s)/Grade(s)/Group(s) Participating~~

~~Dates of Trip (inclusive):~~ ~~No. of School Days Missed:~~

~~Destination(s):~~

~~Reason for Trip:~~

~~☐ Educational ☐ Club ☐ Athletic ☐ Contests ☐ Special Education ☐ Team ☐ Other~~

~~Name(s) of Supervisor(s):~~

~~Mode of Transportation:~~ ~~Provided by:~~

~~Participant Costs:~~ ~~Paid by:~~

~~District Cost:~~

~~Other Pertinent Information:~~

~~Signature of Principal:~~

~~Date:~~

~~Board of Education Approval ☐ Yes ☐ No~~

~~Date:~~

Exhibit – Privately Arranged Trip Acknowledgment, Waiver, and Release

Name of Student:_____

Name(s) of Parent(s)/Legal Guardian(s):_____

Location of Privately Arranged Trip:_____

Date(s) of Privately Arranged Trip:_____

Reason for Trip:_____

I/We, the undersigned student and parent(s) or legal guardian(s) of the student, acknowledge that neither Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") nor any school in the District sponsors or is responsible for any privately arranged trip, including those related to or arising out of the student's participation in a course, a club, or co-curricular athletics or activities (e.g. foreign language trip, band trip), or led by District staff members or arranged with educational tour groups or travel companies such as Explorica, ACIS, or EF Educational Tours. I/We further acknowledge there are inherent risks associated with any trip, whether inside or outside the United States of America, which could result in physical or emotional injury or damage to persons or property, including, but not limited to, increased risk of disease or being the victim of a criminal act. In consideration of said acknowledgments, I/We do hereby agree to release, discharge, reimburse, indemnify and hold harmless the District, its current and former Board of Education members~~agents,~~ and officers, administrators, employees, teachers, coaches, sponsors, and volunteers from any loss, claim, demand, damage, cost or other liability whatsoever, arising out of or in any way connected with the student's participation in the privately arranged trip. I/We expressly agree and promise to accept and assume all of the risks arising out of or in any way connected with the student's participation in the privately arranged trip or travel associated with the privately arranged trip.

_____ _____
Parent/Guardian Student

Date:_____ Date:_____

_____
Parent/Guardian

Date:_____

Adopted: December 13, 2017
Reviewed: ~~April~~ July 2024
Amended:

Exhibit – Overnight Field Trip Guidelines (NEW)

Overnight trips are an opportunity to provide students with enriching experiences that are not available locally. However, we understand that overnight trips may also bring up possible questions from students and their families regarding room assignments. Therefore, we want to share the following expectations:

- The District preference is for accommodations to be arranged such that students sleep one student per bed. It is acceptable to have more than two people per room as long as the sleeping arrangements still allow for one per bed. (Examples to allow for this include: rollaway beds, air mattresses, etc.).
- Attempts should be made to honor students' requests for roommates, when possible.
- Parents and guardians will be made aware of the rooming assignments, at least 72 hours in advance of the trip. If a parent/guardian has a concern regarding that assignment, they should contact the coach or sponsor for the trip, no later than 48 hours before departure. The coach or sponsor should contact the Building Principal about any parent concerns and how to work through those.
- The group, sport, or club coaches or sponsors have the discretion to make room assignments and any necessary changes.
- All Board policies, procedures, and directives from District administration must be followed for overnight trips.
- When not feasible to allow for one student per bed, these **additional** expectations apply:
    - When offering rooms that allow for more than one student per bed, active consent from parents to allow this will be required. Active consent would include a signed permission slip indicating the number of students being placed in a room and the number of beds available.

These guidelines apply to all District school-sponsored overnight trips.

Note: Non-school sponsored privately arranged trips may follow different rules.

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian and healthcare provider with prescriptive authority must complete a *School Medication Authorization Form* (Exhibit 7.270-E1) requesting that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

Except when: (1) the school nurse or a delegated school employee administers or supervises a student's self-administration of limited over-the-counter medications; or (2) the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen®, an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician~~,~~; no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* is submitted by the student's parent/guardian. A parent/guardian may opt-out from the administration by or supervision of a student's self-administration by the school nurse or delegated school employee of limited over-the-counter medications during online registration or by completing Exhibit 7.270-E9, *Parent/Guardian Opt-Out from Administration or Self-Administration of Limited Over-the-Counter Medications*.

Teachers and other non-administrative school employees, except nurses, shall not be required to administer medication to students. However, provided a *School Medication Authorization Form* has been completed and signed by the student's parent/guardian and healthcare provider with prescriptive authority, teachers and other non-administrative school employees may dispense medication to students, administer medication to students, or supervise a student's self-administration of prescription or non-prescription medication as provided in this policy; and coaches and sponsors of school-related activities may be required to dispense and supervise a student's self-administration of medication.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

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

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g.: EpiPen® and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian and licensed healthcare provider with prescriptive authority have completed and signed a *School Medication Authorization Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student. A student may self-administer other medication, including medication required under a qualifying plan, dispensed by a delegated school

employee, provided the student's parent/guardian and healthcare provider with prescriptive authority has completed and signed a *School Medication Authorization Form*. A student's self-administration of medication other than an epinephrine injector or asthma medication must be under the direct supervision of a delegated school employee. A qualifying plan means: (1) an asthma action plan; (2) an Individual Health Care Action Plan; (3) an allergy emergency action plan; (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

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

School District Supply of Undesignated Limited Over-the-Counter Medication

The Superintendent or designee may maintain a supply of undesignated limited over-the-counter medications in the name of the District and provide or administer them as necessary consistent with this Policy. This may include but is not limited to: normal saline skin cleanser, Lubriderm lotion, anti-itch cream, eye irritation relief drops, contact solution, orajel, antibiotic ointment, first aid and burn cream, and numbing wipes.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate or severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone

hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. *See* the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

School District Supply of Undesignated Glucagon

The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a parent/guardian of a student who is a minor or any other individual who is at least 21 years of age to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer a medical cannabis infused product to a student.

A designated caregiver is allowed to administer a medical cannabis infused product to a child who is a student on the premises of 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*, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

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

State law does not require school personnel to administer medical cannabis to students. Trained school nurses and administrators are allowed, but not required, to administer a medical cannabis infused product to a student who is a registered qualifying patient. Prior to the administration of a medical cannabis infused product under this subsection, a school nurse or school administrator must annually complete training curriculum developed by the State Board of Education, in consultation with the Department of Public Health, on the administration of medical cannabis infused products and must submit to the school's administration proof of its completion.

A trained school nurse or administrator is allowed to administer a medical cannabis infused product to a child who is a student while on school premises, at a school-sponsored activity, or before or after normal school activities, including while the student is in before-school or after-school care on school-operated property or while the student is being transported on a school bus if:

1. The student possesses a valid registry identification card issued by IDPH;
2. A copy of the registry identification card is provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

The written authorization and a copy of the registry identification card(s) must be kept on file in the office of the school nurse. Medical cannabis infused products must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator.
Medical cannabis infused 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.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students.

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

Void Policy

The **School District Supply of Undesignated Limited Over-the-Counter Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a standing order for undesignated limited over-the-counter medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's standing order for undesignated limited over-the-counter medication.

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

This **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, for unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **School District Supply of Undesignated Glucagon** section of this policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber; or (2) fill the District's prescription for undesignated school glucagon.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation parent(s)/guardian(s) of students, should rely on the District for the availability of undesignated medications. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications.

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, 5/22-33.
105 ILCS 145/, Care of Students with Diabetes Act
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
720 ILCS 550/, Cannabis Control Act.
23 Ill. Admin. Code §1.540.

CROSS REF.: 7.285 (Anaphylaxis Prevention, Response, and Management Program)

ADMIN. PROC.: 7.270-AP1, 7.270-AP,E1, 7.270-AP2, 7.270-AP3, 7.270-E1, 7.270-E2, 7.270-E3, 7.270-E4, 7.270-E5, 7.270-E6, 7.270-E7, 7.270-E8

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

1. WGLT - Charlie Schlenker, responded 06.26.2024
2. Beacon Mobility, responded 07.05.2024
3. SmartProcure - Sheri Reid, responded 07.11.24

CONTRACT FOR RENEWAL OF CHARTER AND OPERATION OF CHARTER SCHOOL

THIS CONTRACT FOR RENEWAL OF CHARTER AND OPERATION OF CHARTER SCHOOL (the "Contract") is entered into this 18th day of October, 2023, by and between the Board of Education of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "School Board"), a body politic, YBMC Charter School d/b/a YouthBuild McLean County Charter School (the "Charter School"), an Illinois not-for-profit corporation, and YBMC, an Illinois not-for-profit corporation, for the renewal and operation of a charter school in accordance with the Charter Schools Law (105 ILCS 5/27A-1 et seq.)(the "Charter Schools Law").

RECITALS:

WHEREAS, the State of Illinois enacted the Charter Schools Law as Public Act 89-450, effective April 10, 1996, as amended; and

WHEREAS, the Charter Schools Law was enacted for the following purposes:

(1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;

(2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils, consistent, however, with an equal commitment to increase learning opportunities for all other groups of pupils in a manner that does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services;

(3) To encourage the use of teaching methods that may be different in some respects than others regularly used in the public school system;

(4) To allow the development of new, different, or alternative forms of measuring pupil learning and achievement;

(5) To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

(6) To provide parents and pupils with expanded choices within the public school system;

(7) To encourage parental and community involvement with public schools; and

(8) To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability; and

WHEREAS, at-risk pupils are pupils who, because of physical, emotional, socioeconomic, or cultural factors, are less likely to succeed in a conventional educational environment; and

WHEREAS, charter schools are required under the Charter Schools Law to be organized and operated as nonprofit corporations or other discrete legal, nonprofit entities authorized under the laws of the State of Illinois; and

WHEREAS, the Charter School is a nonprofit corporation organized under Illinois law and as described in Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, YBMC is a nonprofit corporation organized under Illinois law and as described in Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, YBMC and the Charter School desire to operate a charter school within McLean County to educate at-risk pupils and high school drop-outs residing within the boundaries of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District"); and

WHEREAS, on May 28, 2008, YBMC submitted to the School Board a proposal to establish a charter school (the "Proposal"); and

WHEREAS, after proper notice, the School Board convened a public meeting on July 9, 2008, to obtain information to assist the Board in its decision to grant or deny the Proposal; and

WHEREAS, after the public meeting, the School Board voted in an open session to grant the Proposal; and

WHEREAS, pursuant to the Charter Schools Law, the School Board filed a report of its approval of the Proposal and submitted the Proposal for certification to the Illinois State Board of Education ("ISBE"); and

WHEREAS, the ISBE requested additional information from YBMC and revisions to the Proposal before it was considered for certification; and

NOW, THEREFORE, in consideration of the mutual covenants, terms, and conditions contained herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. **Recitals**.

The recitals to this Contract are incorporated herein by reference and made a part hereof.

2. **Grant of Charter**.

The School Board authorizes and grants the Charter School a charter to operate a charter school in accordance with the terms and conditions contained herein (the "Charter").

3. **Term and Renewal**.

The term of this Contract and of the Charter granted herein shall be for a period of five (5) years commencing upon recertification of this Contract and the Charter by ISBE or October 18, 2023, unless terminated sooner pursuant to Section 7 of this Contract. Upon expiration, this Contract and the Charter granted herein shall not be renewed without written authorization from the School Board.

4. **Operation of Charter School**.

A. Name, Description, and Address of Charter School.

The name of the Charter School shall be YouthBuild McLean County Charter School. The Charter School is located at the Crossroads Center, 360 Wylie Drive, Normal, Illinois in a 75,000 square foot facility owned by YBMC (the "Charter School Building"), and provides applied vocational, work based learning experiences through local non-profit service providers, YouthBuild owned re-construction or construction of residential properties, and collaboration with local business partners. The Charter School Building houses all of the academic and vocational training programs. In addition, the location offers a large, three acre green space, the Organization's administrative offices, and two, large multipurpose spaces.

Although The YouthBuild Academy, a non-public school, will also operate out of the Charter School Building, it will be operated separately from the Charter School and will not be converted into the Charter School. The two schools will be operated simultaneously and funds for the schools will be kept separate. Direct costs which can be attributed to individual students, such as costs for textbooks, will be charged to funds available for those students enrolled in each school. Indirect costs, such as staff salaries or rent for the Charter School Building, or if a new building is constructed mortgage payments for the new building will be charged proportionately to the funds available for each school as provided in the Cost Allocation Plan, a copy of which is attached hereto as Exhibit 1.

YBMC shall take such actions as are necessary to ensure that all leases, occupancy permits, and health and safety approvals for the Charter School Building and any other established school buildings remain valid and in force, and the Charter School shall certify to the ISBE by September 1, 2024, and thereafter no earlier than June 1 and no later than July 1 of each subsequent year during the term of this Contract that such leases, certificates, and approvals remain in force.

B. Area of Focus, Enrollment, and Admission Criteria.

The Charter School will focus on drop-out recovery and at-risk students as identified by a school or parent and will endeavor to serve a unique population of very low income young people (eligible for free and reduced lunch) aged 16-21 who have had educational problems in the public or other school systems they have attended. Community involvement in the Charter School will be extensive (the Charter School currently has commitments for general volunteers, tutors, and mentors from State Farm Bank, Illinois State University, Illinois Wesleyan, the West Bloomington Revitalization Project, 100 Black Men, and many other dedicated community partners.

Enrollment in the Charter School shall be open to any pupil in good standing referred by the District Director of Secondary Education who meets the admission criteria specified in this Section. The Charter School will enroll a minimum of 10 students and a maximum of 100. The Charter School will operate on a year-round basis and accept students at the start of each school calendar term and the start of the summer session up to the maximum. The Charter School shall not request information in the application for enrollment about a student's academic aptitude, special education needs, or English language proficiency. Applicants shall not be discriminated against on the basis disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or the need for special education services. The Charter School may undertake additional intake activities, including without limitation orientation, but in no event may the Charter School require participation in these activities as a condition of enrollment.

If at any point, there are more eligible applicants for enrollment in the Charter School than there are spaces available, successful applicants shall be selected by lottery, which shall be open to all applicants and provide each applicant an equal chance of admission. However, priority shall be given to siblings of pupils enrolled in the Charter School and to pupils who were enrolled in the Charter School the previous school year, unless expelled from the Charter School for cause. Any lottery will be administered and videotaped by the Charter School. The District or its designee shall be allowed to be present or view the lottery in real time. The Charter School must maintain a videotaped record of the lottery, including a time/date stamp. The Charter School shall transmit copies of the videotape and all records relating to the lottery to the District on or before September 1 of each year. If the District makes a determination that the lottery is in violation of these requirements, it may administer the lottery directly.

Using the lottery process, the Charter School shall establish a waitlist of students who shall be offered the opportunity to enroll at the Charter School if additional space later becomes available. The Charter School shall not permit dual enrollment of any student at both the Charter School and another public school or non-public school. A pupil who is suspended or expelled from the Charter School shall be deemed to be suspended or expelled from the public schools of the District.

The Charter School shall prepare or cause to be prepared quarterly enrollment reports, which shall be provided by the Charter School to the District along with the current waitlist no later than 10 days following the end of each billing cycle. Reports will reflect the average enrollment per school day at the Charter School during the preceding quarter or term. The transfer of any student out of the Charter School shall be documented by a transfer form signed by the student or student's parent/guardian which affirmatively states that the student's transfer is voluntary.

Admission criteria:

(1) 16-21 years old; and
(2) Reside within District boundaries.

C. Mission Statement.

It shall be the Charter School's mission to build, develop, inspire and challenge educationally and economically disadvantaged students to make the difference!

D. Goals, Objectives, and Pupil Performance Standards.

The Charter School's goals and objectives are: to provide rigorous and relevant educational training in core subjects in alignment with ISBE standards in order to quickly bring a disadvantaged population of students into educational and vocational alignment with their graduating peers; and for all students enrolled in the Charter School to attain a high school diploma by demonstrating mastery of high school education standards and proving college readiness. Charter School students may obtain a diploma in one of the following ways:

(1) Completion of courses that substantially meet the graduation requirements set forth by the Illinois State Board of Education;

(2) Completion of college entrance exams (i.e. Compass) at a level permitting entrance into credit-bearing college coursework; or

(3) Completion of a Graduation Portfolio containing a project that demonstrates mastery of 80% of the Common Core Standards.

Additionally, the Charter School will strive to meet the pupil performance standards set forth in the YouthBuild Program Performance Standards, a copy of which is attached hereto as Exhibit 2 and incorporated herein by reference. The Charter School shall meet a minimum of seven of the nine performance measures at a level of "satisfactory", with the goal of meeting all nine performance measures at a level of "excellent" or the highest level attainable. Goals, objectives, pupil performance standards, and standards of the Charter School shall at all times remain in

compliance with Section 2-3.64a-5 of the Illinois School Code, 105 ILCS 5/2-3.64a-5.

E. Educational Program and Curriculum.

The Charter School shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein. The educational program shall include intensive core based curriculum, extensive vocational education, and competency based teaching and assessment. The Charter School shall implement a system of uniform and progressive student discipline in compliance with Sections 10-20.14, 10-22.6, and 24-24 of the School Code (105 ILCS 5/10-20.14, 105 ILCS 5/10-22.6, and 105 ILCS 5/24-24;).

The primary curriculum to be used by the Charter School shall be the curriculum chosen for YBMC's independent school, the YouthBuild Academy, which was approved by the ISBE through the school recognition process in the 2021-2022 school year. Curriculum guides have been developed complete with: course description, ISBE standards, aligned course standards and benchmarks, method of presentation, required and supplementary texts, evaluation criteria and subject matter content. A Curriculum Summary is attached hereto as Exhibit 3.

The Charter School will have a vocational component in addition to the core based educational component. The schedule will be based on student needs. The vocational component will include both a classroom section and an applied skills section. The curriculum for the vocational component shall include practical employability training and skills training, with an expectation that students will develop the self-motivation and discipline necessary to succeed in a career, school, and as citizens. Depending on the vocational training track selected, students may be able to receive the following certifications upon successful completion of both the classroom section and applied skills section and passage of any required exam: The National Center for Construction Education and Research (NCCER) certification; the Computing Technology Industry Association (CompTIA) certification; Certified Nursing Assistant (CNA) certification issued by the National Health Career Association.

The Charter School Board of Directors approves the Charter School curriculum summary annually. Curriculum review by educational staff and students will occur annually in order to assure that the materials being used are relevant to meeting current goals. Curriculum for all subjects shall be available for review at the Charter School Building including complete lesson plans derived from the instructional objectives provided by the Charter School, the selected curriculum, and ISBE standards.

Each teacher will have a minimum of one planning hour per day. Teachers may use a variety of types of learning material from their published curriculum, the internet, popular media and from workshops and conferences they have attended. They are

encouraged to bring in a variety of learning sources to peak learner interest and maintain student engagement. As long as appropriately planned, multiple sources, in addition to standardized ones are encouraged. Teachers are encouraged to select and use a variety of types of learning material and experiences that are necessary to maximize the learning process.

Computer technology will be used extensively as part of the curriculum. There will be an assigned Chromebook available for every student at the Charter School Building and one computer will be available at the Vocational Site. Each teacher will have a dedicated laptop. SMART Boards, audiovisual equipment, virtual reality systems, and other classroom technology will be available. Classroom vocational instructors will have computer labs available to them. Most curriculum, including the math curriculum and the construction curriculum, will have a standardized technology component. Additionally, computers will be available to students for their use during study hall and before and after classes. A goal of the Charter School is to provide every student with a take home portable computer and internet access.

The Charter School shall notify the School Board of any material change in its curriculum subsequent to the date of this Contract.

F. School Year, School Days, and Hours of Operation.

The Charter School shall operate on a year-round basis and shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum of 176 pupil attendance days, computable under Section 10-19.05 of the School Code (105 ILCS 5/10-19.05). The beginning date of each year of instruction shall be no earlier than August 1 and no later than September 15. No later than July 1 prior to the commencement of each academic year during which this Contract is in effect, the Charter School shall submit to the School Board its school calendar for such 12-month academic year. The Charter School Calendar for the 2024-2025 school year is attached hereto as Exhibit 4.

The Charter School has a core based educational component and a vocational component. Currently, the vocational component has three tracks: residential construction, healthcare, and information technology. Students will alternate between spending one week in core based educational classes at the Charter School Building and spending one week in vocational classes held at the Vocational Training Center and/or the designated vocational site. Student attendance shall include all student time spent in core based educational classes and vocational classes.

The school day will begin at 9:00 a.m. each day and will end at 4:00 p.m. on Monday through Thursday and at 1:00 p.m. on Friday, with no designated lunch break. Students are allowed to eat at any time during the school day. Because of the shortened school day on Fridays, Charter School students actually attend school more calendar days per school year. However, such days are computable as half days under Section 10-19.05 of the School Code (105 ILCS 5/10-19.05) for purposes

of determining the number of pupil attendance days under Section 10-19 of the School Code (105 ILCS 5/10-19).

The Charter School shall generally follow the schedule of the District for emergency closures.

G. Student Attendance, Absenteeism, and Truancy; Dropouts

The Charter School shall comply with all applicable attendance, absenteeism, and truancy policies and requirements applicable to public schools under the laws of the State of Illinois. Absences will be marked as an excused absence if called in by a parent or guardian within 24 hours of the absence. All other absences are considered unexcused. Students that qualify for home or hospital instruction (i.e. homebound students) shall not be considered absent unless no homebound instruction is received on a day homebound instruction has been determined to be received. A session of not less than one clock hour of teaching a homebound student on-site or by telephone to the classroom may be counted as a half day of attendance and a session of four or more clock hours of homebound instruction may be counted as a full-day of attendance.

A student qualifies for home or hospital instruction if it is anticipated that, due to a medical condition, the student will be unable to attend school, and instead must be instructed at home or in the hospital, for a period of 2 or more consecutive weeks or on an ongoing intermittent basis. “Ongoing intermittent basis” means that the student's medical condition is of such a nature or severity that it is anticipated that the student will be absent from school due to the medical condition for periods of at least 2 days at a time multiple times during the school year totaling at least 10 days or more of absences.

A “truant” is a student subject to compulsory school attendance and who is absent without valid cause from such attendance for more than 1% (i.e. more than 1.8 school days unexcused absences) but less than 5% (i.e. 9 school days unexcused absences) during the past 180 school days. A “chronic or habitual truant” is a student subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more (i.e. 9 or more school days unexcused absences) during the previous 180 school days. A “truant minor” is a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

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

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

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

A “dropout” is a child enrolled in grades 9 through 12 of the Charter School whose name has been removed from the Charter School enrollment roster for any reason other than the student’s death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country.

H. Evaluation of Pupil Performance.

Evaluation of pupil performance will take place in the classroom by the teacher. Teachers will assess the progress of their students in many ways each day. Worksheets, projects, homework, and portfolios will be evaluated and graded. Formative feedback will be given to students as they do their work in order to correct errors immediately to enable them to become proficient on the standards. Student competency will be evaluated and ultimately tests/assessments will be administered and results of all work will be averaged and recorded per semester on a report card. The progress of students in meeting high school graduation requirements will be evaluated quarterly. If a student fails to meet the expectations of his or her classes, and thus the goal of graduation, corrective action will be taken. An individualized written plan will be developed and implemented that will include specific measures for improvement and additional assistance, which may include academic counseling, tutoring and/or a modified curriculum (e.g. spelling lists and tests for a student that struggles with spelling). School transcripts can be issued and both grades and standard transferrable credits will be listed.

The Charter School will use the ACT test and/or the SAT test as a measure of competency for all students. Additionally students will take the college entry COMPASS test which accesses college class entry levels. All aggregated test scores of the students will be made available to the District. The Charter School will also

use any standardized tests required by Illinois law. Upon agreement, required state assessments may replace the above standard tests.

The Charter School shall subscribe to the YouthBuild Program Performance Standards, a copy of which is attached hereto as Exhibit 2 and incorporated herein by reference. The Charter School shall meet a minimum of seven of the nine performance measures at a level of "satisfactory", with the goal of meeting all nine performance measures at a level of "excellent" or the highest level attainable. The Charter School will obtain national accreditation through the YouthBuild USA Affiliated Network.

Corrective action will be taken as follows if the Charter School falls below acceptable levels:

(1) A YouthBuild USA technical assistance provider will be notified, and a corrective action plan will be created to address any programmatic or technical bases of the problem.

(2) YBMC's contact in the YouthBuild USA Affiliated Network's Data Management Team will be notified, and the Charter School will be given any help necessary to correct any problems in the data entry arena.

(3) The corrective action plan will be put into place to correct the weakness.

(4) The Charter School will have up to one year from the first date that the data is submitted and self-evaluation of the performance measure is complete to correct any problems found.

I. Special Education.

Special education services and testing facilities shall be managed by the District and provided by the Charter School, or the District when requested by the Charter School, in accordance with District special education policies and procedures, which are attached hereto as Exhibit 5. The Director of Special Education for the District (currently Mrs. Carrie Chapman) and the Education Director for YouthBuild McLean County (currently Kevin Bradley) will manage any special education needs of Charter School students, assuring that needed services are identified, provided for in an IEP, and carried out accordingly. Pursuant to Section 27A-11 of the Charter Schools Law which permits contracts between a charter school and school district for services provided to a charter school by the school district, the Charter School shall underwrite the cost of such special education services through the funding it receives from the District as provided in Section 4I of this Contract.

The provision of special education services at any given point in time over the term of this Contract will be in accordance with the evolving state of federal and state laws and regulations as they may apply to the education of special education students

within charter schools in general and the Charter School in particular. This Contract may be amended by mutual agreement of the School Board, the Charter School, and YBMC, from time to time, to accommodate such statutory or regulatory revisions.

J. Funding.

For each calendar quarter, the District shall pay to the Charter School an amount equal to One Hundred Percent (100%) of the District's per capita tuition as last determined by ISBE, multiplied by the number of students residing in the District who are enrolled in the Charter School during that quarter, and adjusted as provided in this Section. The number of students residing in the District who are enrolled in the Charter School per quarter shall be based on a student's actual enrollment for that quarter (e.g. if a student is enrolled for 30 out of 60 possible school days in a quarter, the student's average enrollment is .50).

The Charter School will invoice the District four times per calendar year on the following dates:

Invoice Date:	Dates Included:
January 1	(Oct. 1 – Dec. 31)
April 1	(Jan. 1 – Mar. 31)
July 1	(Apr. 1 – Jun. 30)
October 1	(Jul. 1 – Sept. 30)

The District shall pay each invoice within thirty (30) days after receipt of the invoice and quarterly enrollment reports in support of the invoice from the Charter School. All funds paid to the Charter School from the District shall be maintained in a separate account designated solely for Charter School funds and used for educational purposes only. The use of such funds for any other purpose is strictly prohibited. Each payment to the Charter School will reflect adjustments for payments due the Charter School by the District for the proportionate share of State and federal resources generated by students with disabilities enrolled in the Charter School or staff serving them, payments due the Charter School by the District for the proportionate share of moneys generated under other federal and State categorical aid programs for students enrolled in the Charter School, and payments due the District by the Charter School for special education services provided by the District to the Charter School.

For each school year, the Charter School shall pay to the District for special education services provided by the District to the Charter School an amount equal to One Hundred Percent (100%) of the District's per capita special education costs, multiplied by the number of special education students residing in the District who are enrolled in the Charter School. The District's per-capita special education costs will be determined by dividing total District special education expenditures by the total enrollment of all District special education students.

Except as otherwise provided in the School Code, the Charter School shall not charge tuition to any student. The Charter School may charge reasonable fees for textbooks, instructional materials, summer school programs, after school programs, and student activities.

The Charter School may accept gifts, donations, or grants, provided that no such gifts, donations, or grants may be accepted if contrary to applicable law or to the terms of this Contract. In the event that the Charter School solicits funding from sources other than those set forth in this Section, it shall comply with all applicable State or Federal laws regarding the reporting of charitable solicitations.

In the event that this Contract is revoked or is not renewed by the School Board, the Charter School shall refund to the School Board all unspent funds in accordance with Section 27A-11(g) of the Charter Schools Law.

K. Economic Feasibility.

The Charter School's primary purpose is to re-engage students who are at-risk of or have dropped-out of or been expelled from high school. These students would not otherwise be counted in the enrollment of the District. Re-engaging these students will allow them to be counted as part of the average student enrollment and thus used in determining evidence-based funding to be received by the District. The amount to be paid by the District to the Charter School pursuant to this Section will fund approximately 1/3 of the Charter School students' education. Through other sources of committed funds YBMC will contribute financially to the Charter School students' educational success.

L. Financial Management and Controls.

The Charter School shall operate in accordance with GAAP or other generally accepted standards of fiscal management, provided that the Charter School's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls including, but not be limited to: (1) generally accepted accounting procedures; (2) a checking account; (3) adequate payroll procedures; (4) By-Laws; (5) an organizational chart; and (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year.

M. Budget.

The Charter School shall prepare and provide the School Board a copy of its annual budget for the Charter School for each fiscal year by no later than July 1 of such

fiscal year. The fiscal year for the Charter School shall begin July 1 of each year and end on June 30 of the subsequent year.

The YBMC, Inc. budget for the 2024 fiscal year is attached hereto as Exhibit 6.

N. Audit.

The Charter School shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively the "Financial Audits") to be performed annually at its expense by an outside independent auditor retained by the Charter School and reasonably acceptable to the District. Copies of the Financial Audits shall be provided by the Charter School to the District upon completion.

The Financial Audits shall include, without limitation:

(1) An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

(2) A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with Government Accounting Standards; and

(3) A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the Accountability Plan.

The Financial Audits and the Charter School's Form 990 the Charter School filed that year with the federal Internal Revenue Service shall be provided to the District and the ISBE no later than December 1 of each year during the term of this Contract.

O. Governance.

The Charter School shall be governed by the Board of Directors of the Charter School (the "Board of Directors"), at least two of which directors will be community members, alumni of the charter school, and/or parents of students attending the charter school, and at least one of which directors will be an employee or representative of the District. The Board of Directors will be vested with the responsibility and the authority to approve policies and budgets for the Charter School, to authorize the Executive Director to enter into contracts for the Charter School, and to in every way operate the Charter School. The composition and operation of the Board of Directors is as provided in the list of Board Members and organizational documents attached hereto as Exhibit 7. The Board of Directors shall be subject to the Freedom of Information Act and the Open Meetings Act.

No later than January 1, 2021, or within the first year of his or her first term, every voting member of the Board of Directors shall complete a minimum of four hours of professional development leadership training to ensure that each member has

sufficient familiarity with the Board's or governing body's role and responsibilities, including financial oversight and accountability of the Charter School, evaluating the principal's and school's performance, adherence to the Freedom of Information Act and the Open Meetings Act, and compliance with education and labor law. In each subsequent year of his or her term, a voting member of the Board of Directors shall complete a minimum of two hours of professional development training in these same areas. The training under this subsection may be provided or certified by a statewide charter school membership association or may be provided or certified by other qualified providers approved by the State Board.

The Executive Director is the administrative head of the Charter School and YBMC and is responsible directly to the Board of Directors. It will be her duty to administer the Charter School in accordance with policies approved by the Board of Directors. Directly under the Executive Director in line of authority for the Charter School will be the Chief Operations Officer.

Policies, rules, and directives approved by the Board of Directors will be mandatory upon the administrative staff and will not be changed without the direct authority of the Board of Directors.

Section 27A-5(a) of the Charter Schools Law requires that a charter school be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. Furthermore Section 27A-7(b) provides that "[a] proposal to establish a charter school may be initiated by…[a] discrete legal entity that is to be established to operate the proposed charter school." The Charter School warrants to the District that it meets these requirements of the Charter Schools Law.

P. Employment.

All Charter School faculty and staff will be employees of YBMC and subject to the policies which have been or will be adopted by the YBMC Board of Directors. These policies shall comply with all State and Federal employment laws and regulations applicable to charter schools. The YouthBuild McLean County Personnel Policy Manual is attached hereto as Exhibit 8.

YBMC shall employ or otherwise utilize in instructional positions in the Charter School and shall require that its subcontractors employ or otherwise utilize in instructional positions in the Charter School only those individuals who have a valid and properly registered Professional Educator License under Article 21B of the School Code, 105 ILCS 5/21-1B et seq., with the proper endorsements for the subject areas they are teaching or who are otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law.

No later than September 1 of each year during the term of this Contract, YBMC shall provide the School Board with a current list of all of its employees that are assigned

as faculty or staff to the Charter School, and YBMC shall cause each of its subcontractors to provide the School Board with a current list of all of such subcontractor's employees providing services at the Charter School. Such lists shall contain the names, job positions and social security numbers of all applicable employees. Such lists shall also indicate: (1) for each employee, the date of initiation of the criminal background investigation required under Section 10-21.9 of the School Code and this Section, and the results of such background check; and (2) for each individual employed in an instructional position, evidence of licensure and endorsements, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law. For any person hired in an instructional position after September 1 of any school year, YBMC shall provide the School Board with such evidence of licensure and endorsements or other qualification no later than ten (10) business days after the individual's initial date of employment.

YBMC shall not knowingly employ and shall not permit its subcontractors to knowingly employ any individual (i) for whom a criminal background investigation has not been initiated or (ii) who has been convicted for committing or attempting to commit one of the offenses enumerated in Section 21B-80 of the Illinois School Code.

YBMC and the Charter School agree: (1) to be neutral regarding the unionization of any of its employees, such that the Charter School will not at any time express a position on the matter of whether its employees will be unionized and such that the Charter School will not threaten, intimidate, discriminate against, retaliate against, or take any adverse action against any employees based on their decision to support or oppose union representation; (2) to provide any bona fide labor organization access at reasonable times to areas in which the Charter School's employees work for the purpose of meeting with employees to discuss their right to representation, employment rights under the law, and terms and conditions of employment; and (3) that union recognition shall be through a majority card check verified by a neutral third-party arbitrator mutually selected by the charter school and the bona fide labor organization through alternate striking from a panel of arbitrators provided by the Federal Mediation and Conciliation Service. As used in this paragraph, "bona fide labor organization" means a labor organization recognized under the National Labor Relations Act or the Illinois Educational Labor Relations Act and "employees" means non-represented, non-management, and non-confidential employees of a charter school.

Q. Insurance.

YBMC or the Charter School shall, at their own expense, purchase and maintain the minimum insurance coverage specified in Exhibit 9 attached hereto covering all of the Charter School's operations. No later than fifteen (15) days following the date of certification of this Contract by the ISBE, and each July 1st thereafter, the Charter School shall present to the District proof of compliance with this Section through properly executed certificates of insurance in a form and substance satisfactory to

the District. The certificates of insurance shall include original copies of any amendatory riders to the policies. The District, its School Board members, officers and administrators shall be named as additional insureds on such coverage. The insurance policies shall be with insurance companies licensed by the State of Illinois and rated A or better by A.M. Best or a comparable rating service, or be an authorized Risk Retention Group acceptable to the State Board or a program of self-insurance reasonably acceptable to the State Board. The insurance policies shall provide primary coverage and the District's insurance shall be non-contributory. All such insurance policies shall contain a provision requiring the insurance company to provide notice to the School Board, at least thirty (30) days in advance, of any cancellation, nonrenewal, reduction in limits of liability endorsement, change in deductible per claim, or material change in the limits or exclusions of such policies. Notice shall be provided to the attention of:

Superintendent
Community Unit School District No. 5, McLean and Woodford Counties
1809 West Hovey Ave.
Normal, IL 61761

R. Transportation.

The Charter School does not intend to provide door to door bus service to its students. The Charter Schools Law exempts the Charter School from this requirement except for special education students. Any incoming student with an Individualized Education Program (IEP) specifying a transportation need will have that need fulfilled by the Charter School. As the Charter School serves severely economically disadvantaged students, where the majority live independent of parents, the financial incentives are intended to allow students to attend the Charter School and to meet their financial obligations (rent, food, health, child care, etc.). It is intended that part of this scholarship be used for transportation to and from the Charter School. YBMC will recognize the excellent achievements of students with attendance at or above 90% by providing them with a financial award equal to the cost of bus transportation for the month.

Should recruitment or attendance indicate the lack of door to door bus service is negatively affecting the Charter School's ability to serve students, the Charter School reserves the right to provide transportation from designated pick-up points or for a designated duration of the school year.

5. **Additional Covenants and Warranties of Charter School**.

The Charter School covenants and warrants to the School Board as follows:

A. The Charter School shall operate at all times and be in compliance with the following, to the extent applicable to charter schools and from which it is not otherwise exempt:

(1) United States Constitution;

(2) Constitution of the State of Illinois;

(3) The Charter Schools Law (105 ILCS 5/27A-1 et seq.);

(4) The Illinois Educational Labor Relations Act (115 ILCS 5/1 et seq.);

(5) The Every Student Succeeds Act;

(6) The Individuals with Disabilities Education Act;

(7) The Individuals with Disabilities Education Improvement Act of 2004;

(8) Illinois Charter Schools Special Education Requirements;

(9) All federal and State laws and rules applicable to public schools that pertain to special education and the instruction of English learners;

(10) Section 504 of the Rehabilitation Act of 1973;

(11) Section 10-21.9 of the School Code (105 ILCS 5/10-21.9) regarding (1) criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment, all employees of persons or firms holding contracts with YBMC or the Charter School including, but not limited to, food service workers, bus drivers and other transportation employees, who have direct, daily contact with the pupils of the Charter School, and student teachers, (2) notification to the State Superintendent of Education of pending criminal charges or a record of conviction for offenses set forth in Section 21B-80 of the School Code or registration under the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database, and (3) notification to the State Superintendent of Education and Regional Superintendent of a license holder for whom there is reasonable cause to believe has committed (i) an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child, as defined in Section 3 of the Abused and Neglected Child Reporting Act, or (ii) an act of sexual misconduct, as defined in Section 22-85.5 of the School Code, and that act resulted in the license holder’s dismissal or resignation;

(12) Sections 10-20.14, 10-22.6, and 24-24 of the School Code (105 ILCS 5/10-20.14, 105 ILCS 5/10-22.6, and 105 ILCS 5/24-24) regarding discipline of students;

(13) Subsection (b) of Section 10-23.12 of the School Code (105 ILCS 5/10-23.12);

(14) The P-20 Longitudinal Education Data System Act;

(15) Section 2-3.64a-10 of the School Code (105 ILCS 5/2-3.64a-10);

(16) Section 2-3.162 of the School Code (105 ILCS 5/2-3.162) regarding student discipline reporting;

(17) Section 2-3.188 of the School Code (105 ILCS 5/2-3.188);

(18) Section 10-20.13 of the School Code (105 ILCS 5/10-20.13);

(19) Subsections (d-10), (d-15), and (d-20) of Section 10-20.56 of the School Code (105 ILCS 5/10-20.56);

(20) Section 10-20.60 of the School Code (105 ILCS 5/10-20.60);

(21) Section 10-20.63 of the School Code (105 ILCS 5/10-20.63);

(22) Section 10-20.73 of the School Code (105 ILCS 5/10-20.73);

(23) Section 10-20.83 of the School Code (105 ILCS 5/10-20.83);

(24) Section 10-22.25b of the School Code (105 ILCS 5/10-22.25b);

(25) Section 22-30 of the School Code (105 ILCS 5/22-30);

(26) Sections 22-80 and 27-8.1 of the School Code (105 ILCS 5/22-80 and 105 ILCS 5/27-8.1);

(27) Section 22-85.5 of the School Code (105 ILCS 5/22-85.5);

(28) Section 22-85.10 of the School Code (105 ILCS 5/22-85.10);

(29) Section 24-12 of the School Code (105 ILCS 5/24-12);

(30) Section 27-9.1a of the School Code (105 ILCS 5/27-9.1a);

(31) Section 27-9.1b of the School Code (105 ILCS 5/27-9.1b);

(32) Section 27-23.7 of the School Code (105 ILCS 5/27-23.7) regarding bullying prevention;

(33) Section 28-19.2 of the School Code (105 ILCS 5/28-19.2);

(34) The Seizure Smart School Act (105 ILCS 150/1 et seq.);

(35) The Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 et seq.);

(36) Section 108.75 of the General Not For Profit Corporation Act of 1986 (805 ILCS 105/1.01 et seq.) regarding indemnification of officers, directors, employees and agents;

(37) The Abused and Neglected Child Reporting Act (325 ILCS 5/1 et seq.);

(38) Section 10-17a of the School Code regarding school report cards;

(39) The Family Education Rights and Privacy Act (FERPA);

(40) The Illinois School Student Records Act (105 ILCS 5/10-1 et seq.);

(41) The Freedom of Information Act (5 ILCS 140/1 et seq.);

(42) The Open Meetings Act (5 ILCS 120/1.01 et seq.);

(43) The Pension Code (40 ILCS 5/1-101 et seq.), subject to the limitations set forth herein;

(44) US DOE Guide on Applying Federal Civil Rights Law to Charter Schools;

(45) All applicable absenteeism and truancy policies and requirements applicable to public schools under the laws of the State of Illinois and to charter schools under section 27A-5.5 of the School Code (105 ILCS 5/27A-5.5);

(46) All other applicable Federal, State, and local laws, rules, regulations, and codes from which it is not otherwise exempt;

(47) All non-curricular health and safety requirements of the State of Illinois and the local municipalities, including without limitation the list of all non-curricular health and safety requirements promulgated by ISBE and any non-curricular health and safety requirements added by ISBE

to the list during the term of the Charter. A current list of Non-Curricular Health and Safety Requirements Applicable to Charter Schools, which may be added to, deleted from or otherwise amended from time to time by ISBE, is attached hereto as Exhibit 10;

B. The Charter School shall operate at all times in accordance with the terms of this Contract including the Accountability Plan as later defined herein.

C. The Charter School shall at all times maintain itself as an Illinois general not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Illinois, shall remain in good standing under the laws of the State of Illinois, and shall timely make all required filings with the office of the Illinois Secretary of State. Upon request, the Charter School shall provide the District with certified copies of its Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit corporation, its Bylaws, and all amendments or modifications thereto. The Charter School shall also be recognized as an organization exempt from Federal income taxation as described in Section 501(c)(3) of the Internal Revenue Code, and upon request the Charter School shall provide the District with copies of filings relating to the Charter School maintaining tax exempt status.

6. **School Improvement Plan**.

The Charter School has adopted a School Improvement Plan, attached hereto as Exhibit 11. The Charter School shall comply with any and all required changes regarding accountability standards which are applicable to charter schools. The Charter School shall grant reasonable access to, and cooperate with, the School Board, its officers, employees and other agents, including allowing site visits by the School Board, its officers, employees and other agents, for the purpose of allowing the School Board to fully evaluate the operations and performance of the Charter School pursuant to this Contract and the Charter Schools Law. Where possible, the District shall provide the Charter School with at least 24 hours prior notice of such site visits.

7. **Termination and Revocation of Charter**.

The School Board may terminate this Contract prior to its expiration and revoke the Charter of the Charter School (1) upon written mutual consent of the parties, or (2) if the Charter School fails to comply with the requirements of the Charter Schools Law or any of the following occurs:

A. The Charter School or YBMC commit a material violation of any of the covenants, terms, or conditions set forth in this Contract including the Accountability Plan; or

B. The Charter School fails to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Contract or in the Accountability Plan; or

C. The Charter School fails to meet generally accepted standards of fiscal management; or

D. The Charter School materially violates any provision of law from which the Charter School is not exempt.

Termination of this Contract for any reason shall serve to immediately revoke the Charter granted hereby.

In the event that the Charter School fails to comply with the requirements of the Charter Schools Law or the Charter School or YBMC does anything identified in (2) above, the Charter School and YBMC shall be in default of this Contract. If the School Board elects to terminate this Contract and revoke the Charter of the Charter School for said default, the District shall provide the Charter School with written notice setting forth in detail the grounds for such termination and revocation. The Charter School shall have fourteen (14) days in which to cure the default. If the Charter School fails to cure within said fourteen (14) day period, the School Board may take final action on such termination and revocation.

8. **Indemnification**.

To the fullest extent permitted by law, YBMC and the Charter School shall indemnify, defend and hold harmless the School Board, its members, officers, employees, agents, and representatives, past and present (collectively the "School Board Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter School, its faculty, students, patrons, employees, guests or agents, (ii) any act or omission to act, whether negligent, willful, wrongful or otherwise by the Charter School or YBMC, their faculty, students, patrons, employees, guests or agents, (iii) a violation of any law, statute, code, ordinance or regulation by the Charter School or YBMC, their faculty, students, patrons, employees, sub-contractors, guests or agents and/or any breach, defaults, violation or nonperformance by the Charter School or YBMC of any term, covenant, condition, duty or obligation provided in this Contract including but not limited to the Accountability Plan (collectively the "School Board Covered Losses"). This indemnification shall not apply to the extent that any School Board Covered Loss results from the negligence or wrongful act or omission of any School Board Indemnitee or from any act or omission of the School Board required by this Contract. This indemnification, defense and hold harmless obligation shall survive the termination of this Contract. The School Board shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

To the fullest extent permitted by law, the School Board shall indemnify, defend and hold harmless YBMC and the Charter School, their directors, officers, employees, agents, and representatives, past and present (collectively the "Charter School Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, demands, or suits of every kind, nature and character in connection with the provision of special education services or testing facilities by the District to the Charter School for students with disabilities enrolled in the Charter School (collectively the "Charter School Covered Losses"). This indemnification shall not apply to the extent that any Charter School Covered Loss results from the negligence or wrongful act or omission of any Charter School Indemnitee or from any act or omission of the Charter School required by this Contract. This indemnification, defense and hold harmless obligation shall survive the termination of this Contract. The Charter School shall have the right, at its own expense, to participate in the defense of any such suit, without relieving the indemnifying party of any of its obligations hereunder.

9. **Relationship Between Parties**.

The parties expressly acknowledge that the Charter School is not operating as the agent or under the direction and control of the School Board, its members, officers, employees, agents, or representatives, and that the District and School Board assume no liability for any loss or injury resulting from: (1) the acts and omissions of YBMC or the Charter School, their directors, trustees, agents, subcontractors or employees; (2) the use and occupancy of the building or buildings occupied by YBMC or the Charter School or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by YBMC or the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the School Board to any third party. Nothing contained in this Contract nor any acts of the parties hereto shall be deemed or construed as creating the relationship of principal and agent or of partnership or joint venture between the parties hereto. YBMC and the Charter School are distinct legal entities and will be solely liable for their own actions and omissions.

10. **Governing Law**.

This Contract shall be governed by, subject to, and construed under the laws of the State of Illinois.

11. **Waiver**.

No waiver of any breach of this Contract shall be held as a waiver of any other or subsequent breach.

12. **Counterparts; Signature by Facsimile**.

This Contract may be signed in counterparts, which shall together constitute the original Contract. Signatures received by facsimile by either of the parties shall have the same effect as original signatures.

13. **Amendments**.

This Contract may be amended only by written consent of the parties hereto and, in the case of material amendments, only after submission of such amendments to, and approval by, the Illinois School Board of Education in accordance with Section 27A-6(e) of the Charter Schools Law.

14. **Assignment**.

This Contract may not be assigned or delegated by the Charter School under any circumstances, it being expressly understood that the Charter granted hereby runs solely and exclusively to the Charter School.

15. **Notices**.

Any notice, demand or request from one party to any other party hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation) or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the Charter School:
Executive Director
Youth Build McLean County
360 Wylie Drive, Suite 305
Normal, IL 61761

With copy to:
School Attorney
207 W. Jefferson, Suite 400
Bloomington, Illinois 61701

If to the School Board:
Superintendent
Community Unit School District No. 5,
McLean and Woodford Counties, Illinois
1809 West Hovey Ave.
Normal, IL 61761

With copies to:
Attorney for the District
Community Unit School District No. 5,
McLean and Woodford Counties, Illinois
1809 West Hovey Ave.
Normal, IL 61761

16. **Severability**.

In the event that any provision of this Contract or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Contract, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Contract shall continue to be valid and may be enforced to the fullest extent permitted by law, provided that if such provision is a material provision to this Contract, the School Board, the Charter School, or YBMC may at its option terminate this Contract pursuant to Section 7 of this Contract.

17. **Supersedes**.

This Contract supersedes and replaces any and all prior agreements and understandings between the parties. To the extent that any conflict or incompatibility exists between the Proposal and the terms of this Contract, the terms of this Contract shall control.

18. **Incorporation of Exhibits**.

All exhibits referenced herein are hereby incorporated into and made a part of this Contract.

19. **Claims and Disputes**.

The parties shall attempt to negotiate and/or mediate a resolution to minor violations of this Contract. Claims, disputes or other matters in question between the parties to this Contract arising out of or relating to this Contract or breach thereof that are not resolved by negotiation and/or mediation may be decided by the institution of legal or equitable proceedings or by voluntary arbitration by agreement of the parties at the time of the dispute in accordance with the rules of the American Arbitration Association currently in effect. A request for negotiation and/or mediation may be made concurrently with the a request for voluntary arbitration or the institution of legal or equitable proceedings but, in such event, negotiation and/or mediation shall proceed in advance of voluntary arbitration or legal or equitable proceedings, which shall be stayed pending negotiation and/or mediation for a period of 30 days from the date the request, unless stayed for a longer period by agreement of the parties or court order.

IN WITNESS WHEREOF, the parties have made and entered into this amended and restated Contract as of the effective date hereof.

BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS	**YBMC CHARTER SCHOOL d/b/a, YOUTHBUILD MCLEAN COUNTY CHARTER SCHOOL, an Illinois not-for-profit corporation**
By:_____ Its President	By:_____ Title:_____
ATTEST:	**YBMC, an Illinois not-for-profit corporation**
_____ Secretary	_____

EXHIBIT 1

	Not Chargable to Grant/Source						
	Chargable up to % of students to whole student body						
			DOL	AmeriCorps	Charter	IYC	Other
	40110 · Telephone & Internet	17,000.00	15%	100%	82%	80%	100%
	40115 · Utilities.	87,000.00					
	40120 · Office/Building Renovation	15,000.00					
	40125 · Custodial	10,000.00					
	40130 · Bldg Maint, Grounds & Repairs	95,000.00					
	40205 · Staff Professional Development	4,000.00					
	40200 · Staff Training and Travel - Other	5,000.00					
	40410 · Bus Tokens/Student Gas	1,000.00					
	40450A · Maintenance	8,000.00					
	40450B · Fuel	11,000.00					
	40450C · License and Misc	600.00					
	40450D · Vehicle Purchase (under 5k)	0.00					
	SD · Service Days	500.00					
	40530 · Support Services	150.00					
	40535 · Student Incentives	225.00					
	40540 · Student Food / Incentives	1,875.00					
	Service Ball	2,000.00					
	40550 · YB T-Shirts/AmeriCorps Gear	4,000.00					
	40560 · Fingerprinting	4,000.00					
	40570 · Mental Toughness	100.00					
	40590B · Summer Jobs Food/Incentives	1,000.00					
	40590C · Summer Jobs Stipends	6,000.00					
	40590 · Summer Jobs - Other	2,000.00					
	40595 · Field Trips/Clubs	1,000.00					
	40605 · Computers	10,000.00					
	40610 · Computer Services	24,400.00					
	40630 · Sensory room	20,000.00					
	40635 · School Security and Safety	20,000.00					
	40640 · Education & Classroom Supplies	2,000.00					
	40730 · Graduation	750.00					
	40800 · Career Center.	1,000.00					
	40920A · Const Supplies	800.00					
	40920C · Tools	2,000.00					
	40925 · OSHA and NCCER	500.00					
	40930 · Health Care	1,000.00					
	40935 · Digital Divide	1,000.00					
	41110A · Worksite Incentives	60,000.00					
	50105 · General Office Supplies	5,200.00					
	50200 · Copier Rental and Maintenance	2,100.00					
	50305 · Insurance	64,417.00					
	50310 · Memberships and Affiliations	5,000.00					
	50315 · Audit	16,000.00					
	50320A · Reimbursed Bank Fees	0.00					
	50320B · Finance Charges/ Bank Fees	500.00					
	50320 · Service Charges - Other	100.00					
	50330 · Property Tax - 360 Wylie	18,500.00					
	50340 · Professional Consultants	52,000.00					
	68000 Salaries/Benefits	1,411,895.00					
	81000 · 409 E Olive St	15,000.00					
	81010 · 316 Glenn Ave. Normal	15,000.00					
	50325 · Unrelated Business IncTax BMB	18,000.00					
	85005 · BMB Rental Expenses - Other	2,000.00					
	85500 · Stoneman Corner Rental	77,378.00					
	85700 · Pet Central - Rental Expenses	3,000.00					

Allocation is done at the begining of the grant period based on # of staff billed to each grant as well as grant allowable costs and maximum budgeted funds. Additionally for direct student costs, only students enrolled in a specific grant may be charged to that grant. For students co enrolled, the grant may be charged up to but not over the % stated.

Personnel Allocation performed in accordace with time served per grant per period.

EXHIBIT 2

YouthBuild Program Design and Performance Standards

YouthBuild USA Affiliated Network

January 2013

Second edition

with revised performance standards (page 29)

YouthBuild U.S.A.
58 Day Street, Somerville, MA 02144
(617) 623-9900
www.YouthBuild.org

The YouthBuild USA Affiliated Network

The YouthBuild USA Affiliated network is made up of YouthBuild programs, students, and alumni who are committed to adhering to the philosophy of the YouthBuild program model, implementing and enhancing its design and program standards, and building a strong YouthBuild movement in partnership with YouthBuild USA and each other.

The Affiliated Network's goals are:

- To create a nationwide system of mutual support and learning for YouthBuild students, graduates, staff, program directors, executive directors, and board members
- To achieve the highest possible outcomes and impact
- To access public and private funding to bring the YouthBuild opportunity to every youth and community that seeks it
- To create opportunities for YouthBuild graduates and directors to build their leadership skills and their positive influence
- To encourage public policies that will improve opportunity for low-income young people and diminish poverty.

The YouthBuild USA Affiliated Network was established with support from, or receives current funding from:

Annie E. Casey Foundation

Bill & Melinda Gates Foundation

Charles Stewart Mott Foundation

DeWitt Wallace-Readers Digest Fund

Ford Foundation

John D. and Catherine T. MacArthur Foundation

Lilly Endowment

The Rockefeller Foundation

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YouthBuild Program Design and Performance Standards

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January 2013

Second edition

with revised performance standards (page 29)

YouthBuild U.S.A.
58 Day Street, Somerville, MA 02144
(617) 623-9900
www.YouthBuild.org

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PART I

Introduction

Purposes

This document has five purposes:

1. It presents the basic philosophy, programmatic requirements, and performance objectives to members of the YouthBuild USA Affiliated Network.
2. It presents briefly and coherently the best practices that experience indicates will produce a successful YouthBuild program and the performance outcomes that can be expected.
3. It provides the basis for members of the YouthBuild USA Affiliated Network to hold each other accountable for upholding the vision, identity, and success of YouthBuild, and to provide accreditation to members who achieve the program design and performance standards.
4. It defines the standards to be achieved by individual YouthBuild graduates who can obtain a National Honors Graduate Certificate or a Rudy Award for Perfect Attendance from YouthBuild USA.
5. It describes the decision-making structure of the YouthBuild USA Affiliated Network that both defines these standards and initiates programmatic developments and collaborations among local programs.

Membership in the YouthBuild USA Affiliated Network implies a commitment to achieve both the program design and the performance standards included in this document. Requirements for accreditation include the achievement of these standards as demonstrated through both YouthBuild USA's Web-based Student Tracking Application—Quarterly (WebSTA-Q) and a program assessment implemented by YouthBuild USA under the supervision of the membership committee of the Affiliated Network. This document does not attempt to describe the accreditation process, WebSTA-Q, or the precise level of achievement that marks a successful review. All of that information is available in separate documents.

For more information on levels of affiliate membership, and how to join or move up In the Affiliated Network, please request the *YouthBuild USA Affiliated Network: Benefits, Resources, and Responsibilities* booklet from AffNet@YouthBuild.org.

History of this Document

The first version of this document was conceived in 1992 and published in 1994. When creation of the YouthBuild USA Affiliated Network was proposed by the first 15 directors in 1992, those directors called for a clear summation of the program elements necessary for a program to be called a YouthBuild program. Up until that time a 250-page program manual had been the primary written guide. Dozens of directors, students, YouthBuild USA staff, and YouthBuild USA board members contributed and agreed to the first concise written definition of program design and performance standards.

That document was revised in 1996. By then, a formal decision-making structure was in place for regular review of standards. The Policy Council of the YouthBuild USA Affiliated Network deliberated on changes recommended by the Young Leaders Council, the National Directors Council, the National Alumni Council, and the staff of YouthBuild USA, and made final recommendations that were accepted by the YouthBuild USA Board of Directors.

These standards were revised again between 1998 and 2000, and between 2003 and 2005 by the same process, and then again in 2007, each time orchestrated by the director of the Affiliated Network and the president of YouthBuild USA. The 2007 version was written in response to the increase in numbers of diploma-granting schools within the YouthBuild network—and growing attention to postsecondary education and career development—to make sure that the standards kept pace with innovations and best practices related to education and career development.

Since the 2007 edition, there have been many new undertakings among affiliates. The practice of green building has spread throughout the Affiliated Network and certifications preparing graduates for green careers are being delivered. Some programs are developing service-oriented career paths in health care, technology, and other fields. Where we are able to confidently establish best practices and standards for these new fields, we have included them in this 2012 version of the *Program Design Standards*. In some areas practitioners are not yet ready to establish such standards. Staff who are shaping these programs are applying the central principles of YouthBuild as reflected in this document.

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As we finalize this 2013 version of the *Standards*, the YouthBuild USA Board of Directors, the Affiliated Network Policy Council, staff, and field are beginning to discuss the idea of defining a model of the YouthBuild school that may not include hands-on construction training or the building of affordable housing. There are a few such schools in the field that obtained charter school funding and certification for their YouthBuild programs and then faced such enormous demand for enrollment from students that they expanded beyond their ability to deliver construction training. We need to define their status in the Affiliated Network and the standards that they should aspire to; however, we have more to learn before we can do that. This issue will be addressed in the next version of *Program Design and Performance Standards*.

Acknowledgements

The 2012 version of the *Program Design and Performance Standards* was a joint effort of members of four bodies central to the YouthBuild USA Affiliated Network—the National Alumni Council, the Young Leaders Council, the National Directors Council, and the VOICES Student Council—in concert with YouthBuild USA staff. The full membership of these four councils is listed below.

National Alumni Council. Julian Ramirez (president); Jamiel Alexander (vice president), Sharon Reyes-Blunt (secretary), Jamie Turner (treasurer), Ely Flores (communications officer), Calvin Westbrook (sergeant at arms), Michael Springer, Antonio Simpson, Kareema Barr, Michael Donnelly, James Mackey, Sandra Quel, Antonio Ramirez, Nina Saxon, Joniver Spring, Bea Sweet, Wayne Whack, Brandon Cross, Noe Orgaz.

Young Leaders Council. Whitney Hickman (president), Naja Bland (vice president), Briana Thompson, Kirsys Soto, Irvin Barragan, Kevin Robert, Jasmine Wilson, Mario Saunders, Darien Henderson, Kenneth Luckes, Piroth Khourn, Dominique Tipier, Shelton Nathaniel Green, Missi Lou Wever, Jonathan Guillerno, Elizabeth Rae McCoy, Joshua Thomas, Evelyn Valesco, Tyrell Starks, Carlos Pierre Salazar, Richard William Harvey, Trashawna Monique Owensby, Steve Wayne Love, William Lee Byrd, Kawone Latrell Murrille, Nicholas James Williams, Emmanuel McCall.

VOICES. Xavier Jennings (president), Zurrell Toney (vice president), Destynee Allen (communications officer), Ashanti Stafford, Amari Myrick, DaiToya Littleton, David Doyle, Delanoe Johnson, Hel Htoo, Ismael Barajas, Lashon Amado, Maame Agyapong, Marilyn Carmona, Tayla Young, Victoria Peterson, Yajaira Cortes.

National Directors Council. Simran Sidhu (president), Lance Wise (vice president), Gary Taylor (secretary), Suzanne Fitzgerald, Gil Barno, Melinda Giovengo, Mable Starks, Sheilah Goulart, Dwala Ferrell, Julia Tibbs, Lenora Jarvis-Mackey, Greg Mumford, Elizabeth Morgan, Laurel Tustison.

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PART II

Underlying YouthBuild Values and Philosophy

YouthBuild Philosophy

There are close to 1,000 member organizations in the YouthBuild Coalition, which is guided by the following philosophy:

The positive energy and intelligence of young people need to be liberated and enlisted in solving the problems facing our society. Young people in low-income communities want to rebuild their neighborhoods and their lives, and will do so if given the opportunity. The desire to serve, to do meaningful work that is of value to other people, is universal. Community-based organizations need to be given the resources to solve local problems and to mobilize local people, including neighborhood youth. Leadership development is a central element of effective community development and youth service.

YouthBuild Mission Statement

In 1992, the YouthBuild Directors Council, composed of the directors of seven original YouthBuild programs, met with the president of YouthBuild USA and developed the following mission statement for YouthBuild programs. This has been reaffirmed and updated at each revision by the YouthBuild USA Affiliated Network Policy Council.

The mission of YouthBuild programs is:

I. To provide a safe, secure, and supportive environment for all socially and economically disadvantaged young adults in which:
   A. There is a profound respect for the intelligence and decision-making ability of young adults
   B. Resources are provided to reverse the impact of past experiences that have limited the achievement of their full potential
   C. Young adults are empowered spiritually and intellectually to make decisions and take responsibility for their lives, their families, and their communities
   D. Young adults learn about and take pride in their individual cultural backgrounds while simultaneously learning to respect and appreciate the many diverse cultures that make up our society
   E. Leadership development, education, and skills training are combined to prepare young adults to take advantage of existing economic opportunities, create new ones, and further their education
   F. The importance of community service—compassion for and a genuine desire to help others—is a philosophy fostered in all young adults
   G. Civic engagement is encouraged in students, staff, and graduates.

II. YouthBuild programs not only develop the capacity of young adults, but also act as a positive force for change in the larger community by:
   A. Creating affordable housing, housing for the homeless, and facilities serving various community needs
   B. Creating access to well-paying, long-term, meaningful jobs for young adults
   C. Pressing for expanded resources for low-income communities and young people
   D. Providing and developing visible role models
   E. Stabilizing and strengthening the economic fabric of local communities through fostering entrepreneurship and individual residential home ownership
   F. Encouraging participation in electoral democracy through voter registration and getting out the vote.

PART III

YouthBuild Program Design Standards

Essential Program Qualities

The following program qualities are not easy to measure, but they express the philosophical core and spirit of YouthBuild. To succeed, the program components must be suffused with these qualities, and staff must be trained in their meaning. They are designed to provide experience directly opposite to the previous negative experiences of YouthBuild students. The essential YouthBuild program qualities are:

- Profound respect for the young people's intelligence
- Power for the young people over their immediate environment
- Protection for the participants, as much as possible, from disaster—or at least the support necessary to cope with it
- Meaningful and important work for both students and staff
- Real, patient caring for the young people's development
- Teaching of academic, employment, and social skills
- Consistently positive values
- A firm and loving challenge to stop self-destructive behavior and change negative attitudes
- Family-like support and appreciation from peers and adults
- High standards and expectations
- Staff members who have overcome similar obstacles who can serve as inspiring and caring role models
- An understanding of the proud and unique history of their own people, and respect for people of different cultural backgrounds
- Heightened awareness of the present-day world and young people's important place in it
- A clear and visible path to future opportunity
- Real concern and action to change the conditions that have affected the young people and the people they love
- Fun!

Elements of Program Design: Mandatory, Required, and Recommended

The distillation of 35 years of experience in an expanding network of YouthBuild programs has resulted in the required and recommended program elements in these Program Design Standards. These are the best practices that have been selected through extensive review by practitioners and students.

There are four levels of YouthBuild Affiliated Network membership: planning, provisional, full, and accredited. Once a program is operating, it can move to provisional status. Operating programs must achieve different levels of performance to progress from provisional to full to accredited status.

The "Mandatory" standards are ones that are absolutely required for a program to move to a higher level of affiliation.

The "Required" standards in this document are the essential ones that are highly recommended for local staff to follow and strive toward implementing in their program. Very good programs achieve 80 percent of the required standards. This level of performance is required for a program to become accredited.

"Recommended" elements are just that—recommended but not essential and may be left out as not a priority for financial or other reasons.

The one element that is mandatory for all YouthBuild affiliates reflects the importance of youth leadership development and youth input into program policy:

> **Every YouthBuild program must have a working policy committee or comparable process by which students receive experience in program governance and participate in significant decisions affecting the program.**

This standard is mandatory in the sense that if a program is not able to document that it meets this standard, it will not be able to become either a full or an accredited member of the Affiliated Network.

There is one more element that is mandatory for a program to become an accredited affiliate:

> **The program must have a written sustainability plan.**

Note that there are many very important elements listed as Recommended. The Young Leaders Council has expressed the opinion that most of the recommended items should be required, but has yielded to the awareness that the complexity of YouthBuild and the lack of resources experienced by many affiliates often require that desirable steps are delayed.

Required, recommended, and mandatory program design elements are described in the following categories:

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1. Service to the Community

Required actions

1 A Young people in low-income communities serve their neighborhoods by building or rehabilitating affordable housing for homeless or low-income people, or community or commercial facilities that will enhance the social, economic, or environmental viability of the local community.

1 B Opportunities are provided to reflect on the historical and current social, environmental, and political implications of the particular community needs being addressed and the methods of addressing them. These issues are woven into the academic curriculum to provide relevance to students' learning and critical thinking skill development.

1 C To demonstrate environmental responsibility as a community service, energy-efficient and greenbuilding practices such as those explained in *Shades of Green,* YouthBuild USA's online greenbuilding manual, are followed in construction programs.

Recommended actions

1 D Students are encouraged to consciously develop themselves as role models to encourage other teenagers and younger children to take their lives seriously. Programs arrange opportunities for students to speak in schools, churches, prisons, and on the streets about the value of a positive and productive life.

1 E Programs arrange for extra community service through which students can volunteer in local nonprofit human service or advocacy organizations or can carry out projects independently or with other young people. Programs seek the input of young people in identifying extra community service opportunities that are of interest to the young people and provide them with additional career-development opportunities.

1 F Programs that have already established construction as a career path may add other career paths that include a community service function, such as environmental protection, medical services, child care, computer services, and ventures that are entrepreneurial and clearly contributing to community economic development or community service. These career paths may be included as part of the YouthBuild program.

1 G Programs participate in at least one National Day of Service, inviting outside volunteers and community members to participate in the service and observe the positive and deep impact of the program on the community. Programs involve young people in the planning, coordination, and implementation of the National Day of Service project.

1 H Programs seek AmeriCorps funding to give their members the opportunity to earn an AmeriCorps Education Award for the service they are providing in their communities. When programs receive AmeriCorps funding, the opportunity to earn an AmeriCorps education award is available to all their YouthBuild students.

2. Skills Training

Required actions

2 A The process of construction is coupled with skills training and close on-site supervision by experienced trainers in a staff-to-youth ratio of no less than one trainer to no more than seven students.

2 B Programs develop construction projects that entail gut rehabilitation or new construction, since such projects offer the best opportunities for comprehensive training. Projects involving minor renovations or work on occupied buildings are distinctly less effective for training purposes.

2 C Safety skills and safe practices are taught at the outset and enforced throughout the program. A site safety plan is written, taught, and adhered to by staff, students, and volunteers at all times. Care is taken to provide the same training to students who join at a later date. (See the appendix in the YouthBuild Construction Manual for an example of an acceptable site safety plan.)

2 D The curriculum includes transferable career-readiness skills that are broadly applicable as well as specific skills for known career opportunities.

2 E Site training is complemented by vocational education classes to reinforce skills training—and teach skills used in additional career tracks—in an environment free of production constraints. The training exposes young people to cutting-edge concepts, including the principles and practices of greenbuilding, and the technology that will best prepare them for careers in an evolving field.

2 F Vocational curriculum teaches greenbuilding and energy-efficiency concepts in ways that also strengthen basic education skills.

2 G Substitute activities that can be provided in sometimes unavoidable downtime during the construction process are planned.

2 H Opportunities to obtain driver's education are provided; students are encouraged to obtain driver's licenses to enhance employability.

2 I A plan is developed for nonconstruction work for individual students who become unable to perform construction work for health reasons.

2 J Industry-recognized credentials are made available to students and staff. (Examples of these credentials are those from the National Center for Construction Education and Research [NCCER], Occupational Safety and Health Administration [OSHA], Home Builders Institute [HBI], the Building Trade Department of the AFL-CIO, the Building Performance Institute [BPI], First Aid, CPR, EPA, lead abatement, asbestos removal, CNA for Nursing, and A+ for technology.) As proficiency is achieved, or at graduation, certificates of skills mastery are awarded to students. Career counselors ensure that students have included these credentials on résumés and advise students on postsecondary education programs and employment opportunities where students can gain additional credentials. (See YouthBuild USA's *Career Development Curricula Overview* and *Green Curricula Overview* for more details.) For programs in union-friendly areas, links are made with local building trade councils.

Recommended actions

2 K Students' mastery of the locally agreed-upon competencies is tested by the site supervisors in regular cycles related to raises or other incentives, and coordinated with regular cycles in the academic program.

2 L Internships are set up with private electrical, plumbing, engineering, carpentry, and architectural firms, and with other developers and contractors allowing well-performing YouthBuild students to obtain additional experience and training during the program cycle. Orientation is provided for both interns and contractors to ensure actual training is being done and interns are not being used as cheap labor.

2 M When programs have added additional career paths, appropriate skills and competencies will be taught and certifications offered.

3. Education

Required actions: Program design

3 A The program offers an education program that strengthens critical thinking, lifelong learning, skill development (reading, writing, math, and technology) and leads to a GED or a high school diploma, and then to postsecondary education or advanced technical training. In combination with vocational education, leadership development, life-skills training, and counseling, the education program constitutes between 50 to 60 percent of the program's time. Education programming is usually, but not necessarily, delivered in alternating weeks with the job site.

3 B The minimum teacher-to-student ratio is 1 to 28 students (note that this assumes 14 students on the construction site and 14 students in the classroom at any given time). Different ratios will be appropriate for different students at various levels. Tutoring and teacher's assistants are available to supplement classroom instruction.

3 C Instruction is learner-centered and project-based and uses methods such as collaborative learning and peer-to-peer teaching to address specific student needs, learning styles, strengths, and interests.

3 D Programs that enroll students under 18 create developmentally appropriate structures and supports to enable them to succeed in the program. Useful skill-building strategies for this age group include developmental reading, writing, and math courses, and learning-to-learn skills. Older youth who need these supports are able to access them as well.

Required actions: Curriculum

3 E Emphasis is placed on direct instruction and small group instruction that enhances postsecondary and career-preparation skills. Students are exposed to and learn to analyze and synthesize information from a wide range of authors, thinkers, and bodies of knowledge in different disciplines.

3 F The curriculum includes life-skills training that addresses the issues that would prevent students from succeeding if the issues are not handled. These issues are determined locally, but usually include substance abuse, legal problems, AIDS, racism, sexual harassment, intimate relationships, violence, loss of family members, homelessness, gangs, and caring for children and parents. Learning barriers such as lack of concentration and fear of failure might also be addressed.

3 G The curriculum includes leadership skills, concepts, and attitudes; and links to community service.

3 H Given the critical importance of climate change, and crises around the globe in the political, economic, and social spheres, the curriculum includes environmental, political, and economic justice issues as they relate to the communities of the students and the world.

Required actions: Assessment of student progress

3 I The program's intake process incorporates and balances various assessments, including the TABE test, to recognize literacy and numeracy levels at entry into the program. Assessments are enhanced with baseline data on academic credit history, learning styles, future goals, and learning challenges (such as English Language Learners and students with special needs). Note that assessments should be used to inform learning needs, but they should not be used to exclude people because of low scores. We recommend the use of pre-YouthBuild programs or partnerships with literacy fundamental services to help applicants that enter with exceedingly low reading levels.

3 J The program's initial assessment is used to shape individualized learning plans for each student. The plans address each student's college and career readiness and broader postsecondary and career goals. Plans are updated every quarter; active input is included from the student, advisors, and teachers.

3 K Teachers use appropriate tools to assess student learning. Some examples of appropriate tools are student work portfolios, evaluation rubrics, teacher-student conferences, standardized tests, self-assessment, observation, and peer reviews. Teachers collect, discuss, share, and use student assessment data consistently to inform and adjust instruction.

3 L Students are trained on appropriate assessment requirements and standardized tests to prepare them for state exit exams and college and career placement tests such as Accuplacer, Compass, SAT, and ACT.

Required actions: Technology

3 M YouthBuild programs establish specific targeted instruction in technological literacy. Students learn how to type, use current technology applications, use relevant software, use the Web and mobile applications, conduct research, access college and career resources, build résumés, submit school work online, and use e-mail accounts responsibly and effectively.

3 N The program ensures that every student has adequate access to a computer and works toward fully integrating technology into every aspect of a student's education. All faculty and staff are encouraged to become computer literate and use technology in their daily work — for curriculum development and housing plans, for teaching and learning, for use on the construction site, and for assessing student progress.

Required actions: Teacher quality, supervision, and assessment

3 O Teachers do what it takes to ensure that students master the material being studied.

3 P Teachers have regular time built into their schedule for cross-discipline curriculum development, lesson planning, assessment of individual student progress and challenges, and aligning classroom and work–site-based expectations. Planning time includes individual and group meetings as part of the regular salaried work week.

3 Q The program seeks to constantly improve its instructional program through vigilant oversight and the leveraging of external and internal resources and expertise. Where possible, an instructional leader keeps up with and uses best practices to coach, supervise, and evaluate staff members involved in instruction.

3 R Teacher incentives are linked appropriately to student performance and outcomes as well as students' evaluation of teacher performance.

3 S Program staff follow up with all enrollees who did not attain their GED or high school diploma during the full-time program until they do attain it.

Recommended actions

3 T The assessment system has a portfolio and demonstration component. The portfolio is a compilation of student work that demonstrates progress over time, accomplishment of state and local standards, reflections on learning, and skills used towards college and career preparation. It also provides students with a forum to demonstrate mastery.

3 U Schools apply for technology-related funding such as e-rate funding and Tech Soup grants to enhance their educational-technology resources and capacity so that all teachers and students have consistent access to effective and well-maintained print, visual, and audio tools including computers, calculators, LCD projectors, video, communication systems, and the Internet.

3 V Curriculum focuses on postsecondary education and career readiness, rather than "teaching to a test."

3 W Programs develop a reading library that is culturally significant and reading-level appropriate.

4. Postsecondary Education

YouthBuild programs are committed to the success of all students and work toward providing supports to ensure postsecondary completion, career success, and ongoing learning. Students' postsecondary plans are connected to their life and career goals. Postsecondary readiness skills are provided to all students—whether or not they have decided to attend college—to give them the option in case they decide this is important later.

Required actions

4 A Build strong partnerships with postsecondary institutions where possible and where such postsecondary institutions are available.

4 B The program creates a culture that promotes postsecondary enrollment and prepares students for a range of options such as certification programs and two-year and four-year colleges. At the same time, the program does not devalue the students who do not choose this route.

4 C A significant percentage of the time of one or several staff members is dedicated to assisting students in preparing for college and careers, or staff may involve and supervise graduates, community members, mentors, and other volunteers to support postsecondary and career preparation and success for all students as long as the overall responsibility sits with program staff.

4 D Students are inspired to take college seriously as an option for themselves. A programwide college-preparatory component begins during intake and Mental Toughness. This component forms an integral part of the daily and weekly life of the program and includes such activities as current college enrollees advising students, and in-depth and individualized assistance with the college and financial aid applications, scholarships, and loan processes and options. Sessions are provided, college visits are held, and students are prepared for college placement tests.

4 E Programs create rituals and celebrations related to college-oriented activities. For example, they celebrate a student's acceptance into college or provide a healthy breakfast for students who are taking an entrance or placement test.

4 F Programs research, identify, and partner with organizations that provide resources for the entire postsecondary preparation, application, acceptance, and completion process. Programs help students assess the risks and benefits, and the pros and cons of different kinds of postsecondary institutions and programs.

4 G Programs help students access appropriate grants, loans, and scholarships to maximize financial resources for graduates in postsecondary institutions. The terms and use of all financial aid options are explained clearly to students and graduates. Programs aim to obtain AmeriCorps Segal Education Awards for all students.

4 H Leading up to college entrance, students learn credit-building skills and create multiyear budgets that help them balance their income and expenses. Instruction includes an assessment of how many hours a week they need to work in order to meet their tuition and living needs. Staff emphasize the benefits of grants over loans where available.

4 I The program builds institutional partnerships with postsecondary institutions. For example, staff build relationships with postsecondary education personnel including admissions and financial-aid officers and student services personnel and faculty; they develop co-teaching and faculty-sharing agreements and strong articulation agreements, or agree on joint representation on boards and advisory committees.

Recommended actions

4 J The program creates college-readiness measures that all staff buy into. Examples of these measures are:

- All graduates read and write at least at a ninth-grade level.
- All graduates are able to do math at a high enough level to enter college.
- All graduates understand and use technology and software; including e-mail, Web-based research, and Microsoft Word, Excel, and PowerPoint.
- Every student applies to a postsecondary institution and completes a financial-aid application before graduation.

4 K Programs follow up with graduates who are not enrolled in postsecondary education to remind them of their postsecondary options and to encourage them to enroll.

4 L Program provide each graduate access to community mentors who provide supports and guidance towards successful completion of postsecondary credentials.

4 M Graduates are encouraged to enroll in college as a group to provide ongoing academic and social support to each other.

4 N Programs support graduates who are in postsecondary education by providing space for graduates to complete their school work, offering regular tutorial support for postsecondary enrollees, and developing systems for tracking and supporting student progress towards completion of postsecondary credentials.

4 O Students have an opportunity to take college courses while still enrolled in YouthBuild (dual-enrollment). Where possible, programs have a PSE bridge program.

5. Career Development

Programs create a career-development component that begins during orientation and Mental Toughness, and is an integral part of the daily and weekly life of the program. This component is connected to students' college, vocational, and life planning. Students are encouraged to define their highest aspirations and understand the pathway necessary to get them there.

Required actions

5 A Career development is treated as a critical function and is well-staffed throughout the program. Directors and board members seek and define partnerships with relevant agencies such as unions, major contractors, and community institutions like universities and hospitals to maximize training opportunities and line up good job openings.

5 B Program staff make a concentrated effort to find construction-related job placements and careers for all graduates who desire them and have performed well. Adequate staff time is dedicated to fulfilling this function. Nonconstruction jobs and careers are also identified and pursued for graduates not interested in construction.

5 C All students gain a thorough understanding of how to build a career track, including the ways postsecondary education—four-year, two-year, certification programs, and apprenticeships—fits into their personal track. Students get support initiating a career pathway plan during the program year and through the graduate resources program.

5 D A series of workshops or retreats prior to graduation are focused on anticipating and preparing students for the obstacles, pitfalls, and complex problems they will face in postsecondary education, training, on the job, and, in general, in life beyond YouthBuild.

5 E Students' progress is tracked after placement; follow-up counseling and support in career exploration is provided for at least 12 months after graduation. Contact with employers is similarly maintained.

5 F The program builds a reputation for producing graduates who make good employees and for providing helpful information and support after placement.

Recommended actions

5 G Students are exposed to the range of job and career options and internships available in their region: in the broad construction-related arena, green construction careers, in the human service arena, in healthcare-related careers, in the nonprofit sector, and in other high demand careers in the community. Staff are aware of and responsive to local labor market data regarding high-demand jobs to inform career exposure and career counseling.

5 H Entrepreneurial initiatives are encouraged.

5 I Individual Development Accounts (IDAs) are set up to the extent possible for students and graduates.

5 J Internships within the program itself are funded to enable selected graduates to work as staff assistants in various roles.

5 K The program encourages students to consider as a step in their career ladder national-service placement opportunities, including AmeriCorps VISTA, AmeriCorps NCCC, and other AmeriCorps state and national opportunities. Links with other national programs such as Year Up (for finance and IT careers) and Public Allies (for nonprofit leadership experience) are utilized.

6. Personal Counseling and Mentoring

Required actions

6 A High standards for personal responsibility and group participation are set, with input from staff and students.

6 B The program makes clear from the beginning, in selection, orientation, and thereafter, that it is not possible to straddle two worlds, that is, to live a "street life" and a "YouthBuild life" at the same time.

6 C An intensive student orientation, at least one week in length but often lasting two weeks or more, builds what has been called "mental toughness," with emphasis on goal setting, overcoming obstacles, resisting pitfalls and traps, bonding within the group, understanding oppression and racism, building trust with staff, and preparing for the rigors of the YouthBuild program.

6 D Personal counseling in a steady and ongoing fashion for everyday life issues, as well as for crises, is provided within the program. Each program has no less than one full-time counselor for every 28 youth. This counselor meets regularly with individual students.

6 E Staff ensure from the start that all students develop individual life plans that address postsecondary education, careers, leadership skills, and personal and family responsibility.

6 F The individual's struggle to choose a positive lifestyle over self-destructive and irresponsible social behavior is actively supported in a variety of ways. Peer group counseling sessions, rap groups, or other modes of developing interpersonal support among the students are an ongoing part of the program, as is training in how to resist negative peer pressure.

6 G Referrals to outside resources are available for students with severe emotional problems, drug or alcohol addiction, or other issues, if good referrals are available in the community.

6 H Counselors pay particular attention to helping students solve pending court problems and complete probation requirements.

6 I Confidentiality guidelines are made clear, and all commitments of confidentiality made by staff are scrupulously kept.

6 J Random or routine drug testing is done as part of a proactive substance-abuse strategy. Students who test positive are provided counseling or treatment, which must be completed along with passing a follow-up drug test, as part of a clear plan for becoming drug-free prior to graduation.

6 K Training in personal-finance management is provided. This training covers budgeting, managing bank accounts, understanding taxes, using credit, building assets, owning a home, filing income taxes, obtaining the Earned Income Tax Credit, and investing.

6 L The program arranges for every student to have a mentor—a staff member, graduate, or volunteer—to guide, support, and assist the student in developing and implementing life plans that address personal leadership development, postsecondary education and career planning and networking, and to encourage each student to become a mentor to others. For more details on how to run a mentoring program, see the *YouthBuild Mentoring Handbook*.

6 M Issues revolving around personal identity; racial and ethnic identity; interpersonal relationships; discrimination based on race, gender, national origin, class background, or sexual orientation; and ways to sort out one's perceptions about discrimination are addressed through various rap groups, retreats, curriculum elements, and personal counseling.

Recommended actions

6 N Close liaisons are set up with residential substance abuse rehabilitation programs. Students are referred to them when appropriate. If students join a residential treatment program, space will be made available for them in YouthBuild when they complete the treatment program.

6 O Issues related to sexuality, pregnancy and family planning, sexually transmitted diseases, healthy relationships, and intimacy are given special attention. Support groups are available for both men and women.

6 P Issues related to parenting are given special attention and support in finding good child care is provided.

6 Q Special attention is paid to the housing needs of students, especially those who are homeless or living in unworkable situations. If possible, suitable housing is found.

6 R Staff are willing to meet with students one-on-one or by telephone outside of program hours. A policy on home visits and one-on-one contacts outside of program hours is developed at each site by staff and students, taking into account the privacy and confidentiality of students, the usefulness of home visits in strengthening relationships with students and their families, and the occasional need to reach out in a crisis.

6 S Small cash-assistance and savings programs such as individual development accounts (IDAs) are established to the extent feasible to help students achieve their goals.

6 T Regular clinical supervision by a licensed professional, if available in the community, is provided to counseling staff.

6 U Outdoor leadership and experiences in nature are utilized to assist in group and individual counseling, and the teaching of responsibility and leadership development.

7. Leadership Development

The development in our community of ethical young leaders who have the commitment, vision, and skills to improve the conditions for all people is a central goal of YouthBuild. This explicit goal also serves to inspire young people to fulfill their potential and take on major challenges, reinforcing their commitment to education, family responsibility, and career success.

Mandatory action

7 A A YouthBuild program must have a working policy committee or comparable process through which students meet regularly and receive experience in program governance and participate in significant decision making that affects the program.

Required actions

7 B The education program includes a curriculum focused on leadership attitudes and skills.

7 C The program communicates the principle "Good leadership is taking responsibility to make sure things go right for your life, for your family, for the program, for the community, and for the planet," which unifies personal development with community leadership and environmental responsibility. This leadership poster hangs prominently in the program spaces.

7 D Emphasis is placed on the fact that leadership starts with being a responsible group member who can keep one's own commitments and support the achievements of the group's goals and objectives through cooperative work and reliability. Group attention is focused on defining good leadership.

7 E YouthBuild graduates who are enrolled in postsecondary education or are successfully pursuing careers are recognized as role models with leadership skills and are called upon to provide support and guidance to enrolled YouthBuild students.

7 F The process of becoming a positive role model in the community is taken seriously and its implications are discussed.

7 G The elected policy committee, or the comparable ongoing body, should meet regularly, preferably weekly, with the director or program manager, whoever is designated to play that role on an ongoing basis, and at least one staff representative. The committee should participate in governance and decision making affecting the program, such as the selection and evaluation of staff, and the development of program policies. The committee should receive training. The *Policy Committee Handbook* can be used as a guide in developing the committee. Standards for serving on the policy committee are set collectively, including attendance standards. The policy committee is fully informed about sources of funds, the requirements and limitations of those funds, and the budget and expenditures of the YouthBuild program.

7 H Leadership competencies are defined and taught, and a process of evaluation of mastery of these competencies, including self-evaluation, is carried out. (YouthBuild Leadership Competencies are available in the appendix, pages 42–47.)

7 I Young people participate in fundraising, public relations, and advocacy.

7 J YouthBuild graduates, when legally permitted, serve on the board of directors of the sponsoring organization or on a committee of the board dedicated to the YouthBuild program. Training and preparation are provided.

7 K Programs involve local YouthBuild graduates in service-learning opportunities and mentoring relationships to enhance positive program culture.

7 L Young people are involved in leadership roles and responsibilities in the implementation of the program as opportunities arise to build leadership skills not only in governance but also in program implementation. There are leadership objectives, and students are able to take leadership, in every component of the program.

7 M Students are given systematic attention to their own development, especially through an individualized leadership development plan connected to their personal life plans.

7 N Students are encouraged to become informed citizens and to register and to vote in local, state, and federal elections. Staff help those who have lost their voting rights and want to restore them. Social studies classes thoroughly discuss the issue of civic engagement and voting. The use of *Blueprint for Democracy* is highly encouraged. But a student must not be excluded or penalized for choosing not to register.

Recommended actions

7 O Paths to becoming staff in YouthBuild programs are described and provided to the extent possible and appropriate. Such paths might include internships, training, and higher education.

7 P Programs involve YouthBuild graduates in service-learning opportunities and mentoring relationships to enhance positive program culture.

7 Q An alumni club should be formed and should meet regularly. In addition, a student center should be established at the YouthBuild program, to host meetings and to facilitate alumni meeting and networking with one another.

8. Cultural and Recreational Activities

Required actions

8 A Cultural, recreational, and community activities that build group cohesion and morale are a regular component of the program cycle. These activities are organized, supervised, and well-coordinated. A planned program activity takes place on average at least once every month.

Recommended actions

8 B Two-day retreats are taken at least twice in a program cycle.

8 C A recreation and cultural events committee of students and staff work out a rich array of fun things to do outside of program time to build a positive peer group that stretches beyond the confines of the workweek. Outdoor recreational activities are used to inspire environmental awareness and responsibility.

8 D Exchange programs of various kinds are arranged with groups of young people who live and work in different communities or nations, or who come from different cultural and economic backgrounds, including members of local tribes and indigenous peoples. Collaborations are set up with other service programs; conferences are created that bring young people together to exchange views. Exchanges with other YouthBuild programs are organized.

9. Wages, Stipends, and Incentives

Required actions

9 A Young people receive wages, stipends, or living allowances for their on-site work producing housing or other services, as well as stipends to cover food and travel during their academic time. If a YouthBuild program gets a grant that includes funding for stipends, the management should use those funds for stipends only; or else justify to funders why it isn't being used for this purpose. *(A few programs with a large number of students that have become YouthBuild schools but do not have funding for regular stipends for their students, and some programs that have had to survive without DOL funding, have not been able to fulfill this standard. They have survived by using financial incentives for outstanding performance only. Often their students are younger.)*

9 B A system of bonuses, raises, awards, and other recognitions for good performance is systematically and consistently implemented. Effective incentives include bonuses every pay period for perfect attendance, and raises every two to four months for good performance in program and on-site.

9 C Students are fully informed of all financial circumstances dictated by various funding sources and program policies affecting their pay and are warned in advance if there will be a delay for any reason. All policies regarding the docking of pay or the payment of fines are vetted with the youth policy committee and followed with fairness and consistency for all students.

Recommended actions

9 D Stipends, wages, or living allowances for students start at no less than the federal minimum wage for work on the site, plus the cost of food and transportation during the school week.

9 E A reasonable number of paid sick days are provided.

9 F Efforts are made to get payroll-tax waivers from the IRS and state agencies, as well as Earned Income Tax Credits and child support payments for those who are eligible.

10. Length of Program

It is useful to look at YouthBuild as a multiphase, multiyear program.

Required actions

10 A Full-time program participation must be available for at least nine months, but 11 or 12 months is generally considered more desirable, and some programs engage students full-time for as many as 24 months in order to achieve their goals. The intention behind this is to have students graduate with the credentials and skills required to transition to postsecondary education, trade certifications, and meaningful career paths. Within these parameters, students' individual development plans should drive the length of engagement.

10 B Programs begin the full-time program with a week- to monthlong Mental Toughness or equivalent orientation program. It is at this point that staff begin to prepare students for graduation, careers, college, and community leadership. This preparation continues throughout the entire program.

10 C Students must remain in the program a minimum of six months, and must have either earned a GED or high school diploma or be placed in a job or postsecondary institution to be considered a completer. Exceptions to this minimum participation requirement may be made if earlier placement is determined to be in the best interest of an individual student.

10 D A graduate program lasting at least 12 months provides job counseling, continued access to academic opportunities, personal counseling, leadership opportunities, and support groups for former YouthBuild program participants. This program is designed locally and may include outsourcing with partner organizations.

Recommended actions

10 E A local alumni club is set up and students are connected to YouthBuild USA's national alumni association. This club invites graduates to participate in programs for as long as they choose.

10 F A pre-YouthBuild program can help students entering with low literacy rates make the best use of the program and be more likely to finish with a GED or diploma.

10 G To avoid turning people back out onto the streets, a program extension is provided for completers who have not yet found an appropriate job or educational placement.

10 H For students who earn their high school diploma or GED early, the program links them to an accredited college course, a job, an internship, or an apprenticeship while remaining engaged in the YouthBuild program.

11. Program Implementation and Culture

Integration of the essential program qualities throughout the program culture is a powerful determinant of quality and outcomes.

Required actions

11 A The program has defined a set of common program values, and has incorporated them in demonstrable ways. These values are reflected in a daily pledge.

11 B The program's curriculum and classroom experience intentionally integrate service and experiential learning. Deliberate links between the field and classroom are established to maximize student learning. Student time away from the classroom is carefully considered and integrated into academic goals.

11 C The entire program is self-assessed by students, staff, or board at least annually to ensure it meets the standards.

11 D Programs with rolling admissions admit students in groups of no less than seven to facilitate the integration process.

11 E The tone of a YouthBuild program is one of cooperation, mutual assistance, respect, patience, high expectations, and students helping each other. Relationships are personalized: teachers know students' strengths, interests and needs; students are part of a mini-community and have a close and continuous relationship with one or more adults.

11 F Student-centered celebrations, rituals, and routines intentionally contribute to the creation of a strong positive program climate.

11 G Regular feedback systems are set up so all staff and students are aware at all times of their progress. Each stage is recognized, encouraged, and acknowledged in a systematic way throughout the program.

11 H The program facility offers an environment that is physically healthy and promotes a positive program culture. Student work, and art celebrating the program spirit and culture, decorate the walls. Rooms are well lit; value-laden messages such as the YouthBuild pledge are clearly visible.

11 I Students and staff together develop program policies that are consistently applied.

11 J The program embraces a systematic professional development plan for all staff that is results-oriented, is embedded in the day-to-day work of the program, and provides coaching and effective learning strategies.

11 K All staff are well oriented prior to start-up and trained on positive youth-development strategies and basic YouthBuild philosophy. The importance of continuity is reinforced as staff members are asked to make a commitment for at least a complete cycle.

11 L A student handbook is provided. This handbook includes all the information about the program's expectations, practices, rules, and objectives, as well as information on graduation requirements, attendance policies, and program disciplinary policies. The handbook addresses policies related to wages, stipends, and incentives, as well as the impact of wages, stipends, or living allowances on other government-funded benefits such as Temporary Assistance for Needy Families (TANF), food stamps, Supplemental Security Income (SSI), Medicaid, Earned Income Tax Credit (EITC or EIC), and housing subsidies.

11 M An agreement between the program and each student governs behavior, expectations, and consequences for violating these agreements, as well as a commitment by the program to the students regarding how they will be respected and engaged, and what opportunities will be available to them.

11 N A process is defined for students and interns who are terminated or have a grievance, in case they want a hearing before an appropriate decision-making body.

11 O Programs work toward making a computer available for every full-time staff person.

11 P Programs create strategies to thoughtfully invite the involvement of parents, guardians, and partners in students' education and life plans.

11 Q The program helps students obtain state-issued identification cards and other paperwork required to access financial aid, including birth certificates and personal and family tax documents. Programs encourage students to complete tax documents the year prior to applying for college.

11 R As part of final enrollment, students have a fit-to-work physical.

11 S Programs regularly track, report, and incentivize attendance and treat it as a real-time indication of student success. Program staff take action if the program's aggregate attendance drops below 80 percent.

12. Management and Governance

Mandatory action

There is one mandatory element in management designed to avoid losing the capacity to run the program:

12 A The program develops a written plan for sustainability that assesses a range of possible public and private funding sources that may be available to sustain the program. The plan is supported by the sponsoring agency.

Required actions

12 B A full-time YouthBuild director or program manager dedicates his or her time to the leadership of the program. Trained staff are dedicated to the functions of education and construction management.

12 C The program's board of directors is fully informed about and committed to the YouthBuild philosophy and mission. If the sponsoring agency is not a freestanding YouthBuild organization, and it has other programs, the board forms a subcommittee focused on the well-being of the YouthBuild program. If the board does not include a significant number of members reflecting the ethnic background of the students, an advisory committee is formed that does.

12 D At least two YouthBuild graduates serve on the board of directors of the sponsoring organization, or on an advisory committee of the board dedicated to the YouthBuild program. Training and preparation is provided.

12 E The executive director of a multiservice sponsoring agency provides full support to the YouthBuild program and delegates sufficient authority to manage the program to the YouthBuild director. The executive director provides full financial reporting to the YouthBuild director.

12 F When YouthBuild is implemented by collaborating organizations, there is a clear locus of control, clear lines of accountability, and centralized records creating a cohesive program with a common philosophy and community of staff and students.

12 G The faculty and staff roughly reflect the ethnic, socioeconomic, or community background of the students.

12 H Staff meetings of the entire YouthBuild staff and appropriate subgroups, including staff of collaborating agencies, are held as needed and on a regular basis.

12 I Financial management meets high standards of planning, accountability, and information for managers.

- Monthly reports showing expenditures against budget, revenue projections, and cash flow projections are provided to management.
- Fiscal controls are thorough, according to standard practices, preventing theft, mismanagement, or inappropriate use of funds.
- All required corporate reports are filed, and taxes paid, to maintain charitable status and good standing with the IRS.
- Financial obligations are paid on a timely basis.
- An annual independent financial audit is performed according to legal requirements.

12 J The organization sets a code of conduct for the staff and personnel policies are developed and implemented systematically. The policies include conflict-of-interest policies, sexual harassment policies, and drug-free workplace policies.

12 K The code of conduct includes the guideline that no staff or board member may obtain any personal profit or benefit through the labor of the students being carried out on personal property.

12 L To enable staff development and growth, staff training and development is systematically offered, provided, budgeted, and valued.

12 M Annual written evaluations of staff and director are completed and discussed. Comments from students are gathered during the completion of staff and director annual evaluations.

12 N Appropriate insurance is maintained.

12 O Programs assess issues of sustainability and economies of scale to determine optimal program size.

Recommended actions

12 P The board of directors evaluates the program annually, using these program standards as a general guide, inviting input from staff and the policy committee, and sharing the results with the YouthBuild USA program advisor. In the case of YouthBuild programs without boards of directors and operating within public agencies, the executive director of that agency or a YouthBuild community advisory board carries out the evaluation.

12 Q The YouthBuild director designates an instructional leader to guide a cohesive education program. In YouthBuild diploma-granting schools, leadership teams designate administrators to adequately fulfill two core functions: instructional leadership and executive duties. The team ensures that the infrastructure is sufficient to carry out and sustain all school functions.

13. Record Keeping

Required actions

13 A YouthBuild USA affiliates participate in the Web-based Student Tracking Application—Quarterly (WebSTA-Q) of the Affiliated Network, keeping and reporting data in a uniform way covering the following areas:

- Recruitment
- Basic demographic information, including race and ethnicity, age, gender, income levels and educational levels of students
- Attendance
- Program completion
- Average length of stay
- Reasons for termination
- GED and HSD acquisition
- Literacy and numeracy gains according to Tests of Adult Basic Education (TABE) or comparable tests
- Job placement, including wage level and employer
- Industry-recognized certifications earned and other certifications such as driver's license, OSHA, etc.
- Recidivism information
- Registered apprenticeships received
- Postsecondary education placement: number of students placed into postsecondary education, the kind of postsecondary institution students have been placed in, and the number of students retained in their postsecondary placements each quarter (through three quarters post exit from YouthBuild).
- Voter registration

13 B A data collection, monitoring, and assessment infrastructure is built and data review is an executive function. Real-time information on attendance and outcome performance is available for staff and board to review and the information continuously shapes program decisions.

13 C Graduates' college and career placements are tracked for at least 12 months, optimally for 24 months, and support provided as needed.

13 D Individual student academic progress folders and graduation portfolios are kept.

13 E Records are kept of all individual students' progress in mastering leadership skills and fulfilling leadership roles. (See YouthBuild Leadership Competencies in the appendix, pages 42–47.)

13 F Student evaluations of program components are done annually and are used as guides for program improvement.

13 G Simple records of counseling progress are kept. These reflect commitments made by the counselor and the follow-up done, and reflect the life-planning process of the student.

13 H Contact information for each student, including several relatives or close friends, is maintained to facilitate future contact with alumni.

14. Community Leadership

Our vision includes every local YouthBuild becoming a center of advocacy, unity, coalition building, leadership, and struggle for better local conditions in every neighborhood. This only happens if program leadership stays focused on having maximum impact, not just on preserving and enhancing its program internally. For the first year or two, new YouthBuild programs may not have much attention to give to the community beyond the development of a sound YouthBuild program. But if the goal to have maximum impact on improving the conditions affecting the young people is there from the beginning, it will soon lead to the following types of action, which in turn will result in the creation of a reputation as a good collaborator.

Required action

14 A YouthBuild representatives, including students and graduates, participate actively in local coalitions designed to improve policies and access to resources.

Recommended actions

14 B YouthBuild sponsors community youth conferences to explore issues and reach recommendations regarding issues affecting youth and the neighborhood.

14 C YouthBuild convenes other local groups to devise common activities either as collaborations to improve direct services or as advocacy for increased resources or changed policies affecting the neighborhood.

14 D YouthBuild leads and staffs a coalition to achieve changes in policy or flow of resources to benefit the community.

14 E YouthBuild starts an entrepreneurial venture with graduates of the program.

14 F YouthBuild actively supports local economic development and self-sufficiency policies and practices, including those related to environmental sustainability and environmental justice.

14 G YouthBuild engages regularly with elected officials at the federal, state and local levels to keep them informed of YouthBuild's impact on the community, and to enlist their support for community solutions to address the challenges faced by disconnected youth. Beyond working with elected officials, local YouthBuild staff also reach out for faith-based, community, and corporate support for YouthBuild and other neighborhood initiatives that improve conditions for low-income people.

14 H YouthBuild programs reach out to their state service commissions and other local service organizations for collaborative service projects designed to demonstrate the positive and deep impact of service in the community.

15. Collaboration with YouthBuild USA

Required actions

15 A Each local program agrees to adhere to the basic philosophy and mission of YouthBuild, as reflected in the essential program qualities, the directors' mission statement, and these program design and performance standards.

15 B Each local program participates in further definition, refinement, and evaluation of aspects of the program, supporting the effort to get clarity about best practices and best resources for implementation of each program component and quality.

15 C Each local program participates in the leadership opportunities for youth provided by YouthBuild USA.

15 D Each local program participates in the activities of the national YouthBuild Coalition, which works to obtain adequate federal funding, enhance YouthBuild programs' visibility, support youth development, and build unity toward the elimination of poverty and discrimination. Where state YouthBuild coalitions exist, programs also participate in them.

15 E Each local program includes in its organizational documents the fact that it is affiliated with YouthBuild USA and uses the YouthBuild USA service marks and public relations materials according to the affiliation agreements.

15 F Experienced YouthBuild programs participate in providing various forms of training for new YouthBuild programs through on-site visits and workshops.

15 G Cooperative organizational planning to make full use of YouthBuild USA's resources is carefully done. The director and program advisor assess needs for technical assistance and training, develop an annual work plan, and measure progress on a regular basis. When staff training is provided by YouthBuild USA, local YouthBuild programs ensure that staff attend for the entire training, that schedules are not changed at the last minute, that time is devoted to joint planning for staff and youth training to ensure success, and that feedback designed to improve future training is provided.

15 H Programs take responsibility for self-assessment and constant improvement, sharing openly with their program advisor the issues with which they are grappling, and working with the program advisor to meet program and performance standards.

15 I Programs work to move their affiliation status up from provisional to full and then to accredited as soon as they think they can qualify.

15 J Programs routinely obtain permission from their students to share their contact information with YouthBuild USA so they can be informed of national alumni activities and opportunities, and then share it with YouthBuild USA upon graduation. Programs ensure that all students have e-mail addresses.

Additional Information about Best Practices

The handbooks and resources listed in this section are available in the YouthBuild USA Knowledge Bank, with links provided below. Please note that you must be logged in to the YouthBuild USA website in order to open these links and access any Knowledge Bank content. Register for a free user name and password at youthbuild.org/user/register and log in to YouthBuild USA's website (www.YouthBuild.org) to access the "Knowledge Bank." Only this way can you access the full Bank of resources we make available to YouthBuild affiliates and friends.

All of these materials are important resources for implementing all program components. We recommend reading the basic *Program Manual*, as well as each of the five handbooks describing the core components (construction, education, counseling, leadership development, and graduate opportunities) before starting a YouthBuild program. We also recommend having the staff who are responsible for implementing these components read them. Beyond the core handbooks, YouthBuild USA has prepared many supplementary materials, some of which are listed below; the rest can be found online in the Knowledge Bank.

These handbooks were developed because in the early years of YouthBuild, before handbooks were available, new programs frequently failed. Programs needed a careful description of best practices. Use of these handbooks has proven to be related to success.

Basic Handbooks

YouthBuild Program Manual

https://YouthBuild.org/knowledge-bank/youthbuild-program-manual

Approved by US Department of Labor, 2011

Construction Training at a Youthbuild Program

https://youthbuild.org/knowledge-bank/construction-training-youthbuild-program

Approved by US Department of Housing and Urban Development, 2000

Leadership Development at a Youthbuild Program

https://youthbuild.org/knowledge-bank/leadership-development-youthbuild-program

Approved by US Department of Housing and Urban Development, 2000

Education at a Youthbuild Program

https://youthbuild.org/knowledge-bank/education-youthbuild-program

Approved by US Department of Housing and Urban Development, 2000. DOL's version will be released in early 2013.

Counseling and Case Management at a YouthBuild Program

https://youthbuild.org/knowledge-bank/counseling-and-case-management-youthbuild-program

Approved by US Department of Labor, 2011

Pathways to Long-Term Success for YouthBuild Students Program Manual

https://youthbuild.org/knowledge-bank/opportunities-graduates-youthbuild-program-0

Approved by US Department of Labor, 2011

Important supplementary handbooks

YouthBuild Policy Committee Handbook

https://youthbuild.org/knowledge-bank/youthbuild-policy-committee-handbook

YouthBuild USA, 1995

Leadership Development Handbook

https://youthbuild.org/knowledge-bank/leadership-development-handbook

YouthBuild USA, 2000

Mental Toughness Training Manual

https://youthbuild.org/knowledge-bank/mental-toughness-training-manual

YouthBuild Boston, 1995

Shades of Green: A Green Building Guide for YouthBuild Affiliates

https://youthbuild.org/knowledge-bank/shades-green

Approved by US Department of Labor, 2011

Curricula

Blueprint for Democracy: A Curriculum on Civic Engagement

https://youthbuild.org/knowledge-bank/blueprint-democracy

YouthBuild USA, 2011

Working Hands, Working Minds

Curriculum guides for integrating construction and academics. *YouthBuild USA, 2001*

Unit 1: Teamwork and Leadership

https://youthbuild.org/knowledge-bank/working-hands-working-minds-unit-1-teamwork-and-leadership

Unit 2: Health and Safety

https://youthbuild.org/knowledge-bank/working-hands-working-minds-unit-2-health-and-safety

Unit 3: Tools and Technology

https://youthbuild.org/knowledge-bank/working-hands-working-minds-unit-3-tools-trades-and-technology

Unit 4: Construction Related Math and Measurement

https://youthbuild.org/knowledge-bank/working-hands-working-minds-unit-4-construction-related-math-and-measurement

Unit 5: Housing and Community

https://youthbuild.org/knowledge-bank/working-hands-working-minds-unit-5-housing-and-community

Building Your Money Skills: Taking Charge of Your Future

https://youthbuild.org/knowledge-bank/building-your-money-skills-taking-charge-your-future

YouthBuild USA

Career Development Curricula Review

https://youthbuild.org/knowledge-bank/sample-job-readiness-curriculum

Sample job-readiness curriculum. *YouthBuild USA, 2009*

Career Development Curricula: Samples and Resources

https://youthbuild.org/knowledge-bank/career-development-curricula-samples-and-resources

YouthBuild USA, 2011

Guide to Green Curricula

https://youthbuild.org/knowledge-bank/guide-green-curricula

YouthBuild USA, 2010

Green Building Education Modules

https://youthbuild.org/knowledge-bank/green-building-education-modules

US Department of Labor, 2009

Other Resources

Leadership Development, Workplace & Post-Secondary Readiness Competencies

https://youthbuild.org/knowledge-bank/leadership-development-workplace-post-secondary-readiness-competencies

YouthBuild USA, 2012; also in Appendix of this document

Guide to Expanding Opportunities in Trade Unions

https://youthbuild.org/knowledge-bank/guide-expanding-opportunities-trade-unions

YouthBuild USA, 2005

YouthBuild sample documents and forms (job descriptions, sample evaluation forms, worksheets, contracts, etc.)

https://youthbuild.org/knowledge-bank/sample-documents-and-forms

Note: Our collection of sample documents and forms resides in its own section of the Knowledge Bank, rather than in one handbook or document. This link will bring you to the Sample Documents and Forms home page, where the documents are organized by copyright year. Use the subcategories listed on the right side of the page to browse through the collection, or the search field to find specific items.

Career and Postsecondary Development Roadmap

https://youthbuild.org/knowledge-bank/career-and-postsecondary-development-roadmap

YouthBuild USA, 2011

Labor Market Research

https://youthbuild.org/knowledge-bank/labor-market-research

YouthBuild USA, 2011

Strategies for working with Gang-Exposed Youth

https://youthbuild.org/knowledge-bank/strategies-working-gang-exposed-youth

YouthBuild USA, 2011

Brand items such as posters, mugs, helmet decals, t-shirts and banners are also available from YouthBuild USA.

PART IV

YouthBuild Program Performance Standards revised October 2014

Levels of performance

YouthBuild programs are complex. High standards are reached step by step, and usually not in every area at once. But experience has shown that whatever the director and the staff decide to achieve is usually what they do achieve. Where they put their attention, things happen. To a certain extent it is true that the higher the standards, the higher the performance.

On each performance measure, the standards shown here have been arrived at through experience. They will change with additional experience. In some areas we do not yet have objective measures that are being consistently reported, so standards have not yet been set. Accurate reporting will come first.

High performing

"High performing" represents the average range that the strongest programs have been able to produce, with the best programs sustaining this performance on an ongoing, steady basis.

Very good

"Very good" represents the average range that strong programs have been able to produce.

Good

"Good" represents the level that has been widely achieved by sound programs and has been set as a standard for accreditation. This level has risen over time, as more programs have demonstrated good outcomes.

Needing attention

"Needing attention" represents the achievement levels that programs have suffered when they were having difficulties but were still in good faith attempting to fulfill the mission of YouthBuild and had reasonable hope of doing so. Corrective action plans are required at this level.

Unacceptable

"Unacceptable" levels are those levels that are clearly indicative of failure in this component, and that have been associated with eventual failure of past programs.

It is understood that performance levels are affected by the demographics of the students in the program. Research on YouthBuild programs by Professor Ron Ferguson of the Harvard Kennedy School of Government has shown direct correspondence between outcomes and two unrelated sets of factors: program quality and characteristics of the students accepted. Programs serving a distinctly different population can expect to achieve somewhat different ranges of outcomes. However, we have often enough seen outstanding staff effort achieve high outcomes with seemingly less-likely-to-succeed students that we think program quality has more impact than demographics in determining outcomes.

While it is important to have clear performance standards, it is even more important to not allow the existence of these standards to distort the program by influencing staff to exclude youth who have more obvious challenges, to avoid experimentation, or to avoid honest reporting. The YouthBuild USA Affiliated Network encourages programs to select students who are most likely to make good use of the expensive opportunities presented and who have the potential to become community leaders. But it does not discourage programs from trying to reach youth who have failed or been turned off in other systems.

YouthBuild USA Affiliated Network Performance Standards Summary revised October 2014

Long-term student performance measures* (count toward affiliation level) TIER ONE	High Performing	Good	Needing Attention	Unacceptable
Placement of enrollees	56–100%	55%	35–54%	Below 35%
Retention in placement	66–100%	65%	47–64%	Below 47%
Educational achievement (GED/high school diploma)	51–100%	50%	30–49%	Below 30%
Educational achievement (Literacy or numeracy advancement)	76–100%	75%	50–74%	Below 50%

Program performance benchmarks* (do not count toward affiliation level) TIER TWO	High Performing	Good	Needing Attention	Unacceptable
Average monthly attendance for all enrolled participants	81–100%	80%	70–79%	Below 70%
Completion of enrollees	76–100%	75%	55–74%	Below 55%
Wage at placement	At least 24% above state minimum wage	0–24% above state minimum wage	n/a	n/a
Industry-recognized certifications	76–100%	75%	50–74%	Below 50%
Recidivism	0–14%	15%	16–25%	Above 25%
Leadership development, voter registration	81–100% of those eligible	80%	70–79%	Below 70%

See pages 31–35 for descriptions of these standards.

SUMMARY OF POLICY COUNCIL DECISION ON NEW BENCHMARK AND STANDARDS FOR AFFILIATION OCTOBER 2014

1. Instead of having 10 primary outcome measures of equal weight, there will now be two tiers of measures:

   TIER ONE — Long-term student performance measures: Education (the GED/HSD and literacy/numeracy advancement), placement, and retention in placement.

   TIER TWO — Program performance benchmarks: Completion, attendance, recidivism, industry-recognized certificates, wage, and voter registration.

Only the indicators in the long-term student performance measures would determine a site's Affiliated Network membership level.

2. To move to full affiliation, a Provisional Affiliate must have the following:

   - Either GED/HSD OR literacy/numeracy advancement must be in "good" or better
   - Of the two other long-term student performance measures (placement, and retention in placement), one must be in "good" or better, and only one may be in "needing attention."

NOTE: In general it was agreed that there should be a "leadership development" measure in the long-term student performance measures group, but we agreed that deciding on what this should be, or how it should be measured, would take a longer discussion at a future policy council meeting. So for now, voter registration remains the only leadership-development measurement.

TIER ONE YouthBuild USA Affiliated Network Performance Standards

Job or School Placement

Job or school placement is measured for all enrollees. This measure may be taken at exit, or at any time through the end of the first follow-up quarter.

High performing	56–100 percent of enrollees get jobs or go on to full- or part-time education
Good	55 percent of enrollees
Needing attention	35–54 percent of enrollees
Unacceptable	Less than 35 percent of enrollees

Retention in Job or School Placement

A graduate is counted as having retained a job or school placement if he or she keeps a placement for at least two quarters after the quarter in which placement occurs. Movement from placement to placement within those two quarters still counts as retaining placement. However, there must be a placement in each of the required two quarters; "skipping" a quarter but then finding another placement doesn't constitute retaining placement. Programs are encouraged to also continue collecting placement data for the third and fourth quarter after exit.

High performing	66–100 percent of enrollees placed retain job or school placement for two quarters after placement
Good	65 percent
Needing attention	47–64 percent
Unacceptable	Less than 47 percent

Educational (GED or Diploma) Achievement, and Literacy and Numeracy Gains

Students enter the program with widely different academic levels. Under the DOL YouthBuild statute up to 25 percent may already have their diplomas. On the other hand, some students may enter with reading or math scores well below sixth grade; many apply with scores below fourth-grade level.

We do not want programs to use the outcome standards to determine which students a program is willing to accept based on their incoming academic scores. Therefore, in considering advancement in the Affiliated Network and assessing the outcome levels of an affiliate, we will consider EITHER reaching the Good level of affiliation of the GED or Diploma Achievement, OR the Good level of literacy and numeracy gains as an indication of meeting the Good affiliation standard for education.

We will, however, track and report them separately so we can report on them separately. They have relevance for funding, public policy, and assessing program quality.

GED or Diploma Achievement:

High performing	51–100 percent (i.e., at least 71 percent of students get either a GED or high school diploma)
Good	50 percent
Needing attention	30–49 percent
Unacceptable	Below 30 percent

Contrary to general expectations, students entering at a low (below seventh-grade) reading level achieve GEDs at roughly the same average rate (35.5 percent) as those entering at an above-seventh grade level (about 37 percent). It appears that outcomes relate as much to the quality of teaching as to the incoming grade levels.

Literacy or Numeracy Advancement:

High performing	76–100 percent advance two or more grade levels
Good	75 percent
Needing attention	50–74 percent
Unacceptable	Below 50 percent

TIER TWO YouthBuild USA Affiliated Network Performance Standards

Attendance

Average monthly attendance for all enrolled students

High performing	81–100 percent are present or at planned off-site appointments
Good	80 percent
Needing attention	70–79 percent
Unacceptable	Below 70 percent

These are averages achieved for the full program cycle, including all enrolled students in all program components.

Two types of attendance records are kept:

1. Actual attendance in terms of who is present at the program, or at planned off-site appointments
2. Adjusted attendance, including excused absences.

The above performance standards are for actual attendance. The YouthBuild USA Affiliated Network has decided that in counting actual attendance, absences for sickness and family emergencies count as "absent" even when they are excused as a result of doctors' notices or documented need. Absences for events that are part of a student's leadership development plan may be counted as "present" (i.e., court dates, driver's ed classes, setting up child care for the semester, attendance at leadership conferences). When a site applies for full affiliation or accreditation, actual—not adjusted—attendance is examined.

Note: The National Rudy Awards for Perfect Attendance and the National Honors Awards are also based on actual attendance.

Completion

Some employment-training programs use the average length of stay as the indicator of retention. YouthBuild USA has put primary emphasis on the percentage of students who complete the entire program after having been enrolled. However, completion also includes those who obtain their GED or high school diploma early in the cycle (or already have it) and then choose to be placed prior to the end of the program cycle. If a student completes a prison term for a crime committed prior to YouthBuild and returns to complete YouthBuild afterward, he or she is included.

While early placement is acceptable for calculating completion even if GED or HSD has not been earned, we recommend that placement usually not be done prior to achievement of the GED or HSD because of the long-range importance of that credential.

A student is counted as enrolled after one month, including the orientation and Mental Toughness, regardless of the length of orientation. This practice was adopted from other employment training systems in order to make YouthBuild comparable to them. Using this approach, the current standards are as follows:

High performing	76–100 percent of enrollees remain for the entire program cycle or are appropriately placed during the program cycle
Good	75 percent
Needing attention	55–74 percent
Unacceptable	Below 55 percent

In some cases, retaining a student in the program through completion is an enormous achievement even with lower attendance. The average attendance, completion, and placement rates are expected to interact positively so that there is not a pattern of retaining numerous students on the roll books who are actually not present or not placed.

TIER TWO YouthBuild USA Affiliated Network Performance Standards, continued

Wages at Job Placement

Wage standards are calculated by averaging the wages of all enrollees who are placed in a job or paying program placement. Wage standards are set against the state minimum wage to allow for the significant differences between different states' minimum wages. However, because working full-time at a minimum-wage job in most states still produces a poverty-level income, graduate follow-up, career placements, and college education are strongly recommended.

This measurement is calculated only from the students placed only in jobs, not from the students placed in jobs and school. If there are multiple job placements with different wages, we will consider the highest wage of all placements reported within the exit quarter or the quarter after.

High performing	At least 24 percent above the state minimum wage
Good	0–24 percent above the state minimum wage
Needing attention	Not applicable: below minimum wage is impossible
Unacceptable	Not applicable: below minimum wage is impossible

See pages 40–41 for a chart of state minimum wages in 2012 and the proposed 2013 wage performance standards for each state.

Industry-Recognized and Other Certifications

Many programs offer the Building Trades Multi-Craft Core Curriculum (MCCC) or the National Center for Construction Education and Research (NCCER) or the Home Building Institute (HBI) curriculums and their industry-recognized certifications. In addition, YouthBuild USA accepts certifications for occupational safety, first aid, hazardous materials, and driver's licenses, although these are not recognized by US Department of Labor.

With the federal government's recent emphasis on industry-recognized certifications, the Affiliated Network has adopted a new required action that calls for offering such certifications, and has set the performance standards listed here.

High performing	76–100 percent of students achieve at least one recognized certificate
Good	75 percent
Needing attention	50–74 percent
Unacceptable	Below 50 percent

Recidivism

We define excellence in recidivism prevention as having no incidents of repeat offense as of the exit quarter.

High performing	0–14 percent
Good	15 percent
Needing attention	16–25 percent
Unacceptable	Above 25 percent

TIER TWO YouthBuild USA Affiliated Network Performance Standards, continued

Leadership Development

High performing	81–100 percent of students eligible are registered to vote
Good	80 percent
Needing attention	70–79 percent
Unacceptable	Less than 70 percent

Leadership is cultivated in a young person in a variety of ways, both during and after their time at a YouthBuild program. As a result, there are multiple means of measuring the practice of leadership development at a YouthBuild program. The current standard here is the percent of youth who are eligible to vote who are registered to vote. Please understand that this standard was designed to measure the extent to which a program teaches and emphasizes the importance of each student's responsibility to be civically involved including the act of voting, rather than simply requiring that each student register to vote.

However, this is a very narrow measure of leadership development. Therefore, in the effort to create a comprehensive measure, a set of leadership competencies has been developed (see pages 42 to 47) and, as of 2012, is being piloted with a number of YouthBuild programs in several areas of the country. Programs are encouraged to work with coaches, advisors, and each other to use these leadership competencies, and provide feedback to YouthBuild USA on the competencies. Feedback may be sent to affnet@youthbuild.org. We anticipate that the next edition of these Standards will incorporate some percentage achievement of these or revised leadership competencies.

Until the pilot stage of the leadership competencies has concluded, the performance standard will continue to use voter registration as the sole measure of leadership development of YouthBuild students. However, programs that do use the leadership competencies mentioned above will be given some credit for doing so. This credit will feed into the assessment for full and accredited status.

Individual Leadership: Personal Responsibility and Group Membership

Personal responsibility and leadership are hard to measure. The performance standards now include one easily measurable leadership development measure: voter registration, and another easily measurable element of responsibility: recidivism. Other than this measure, goals would be as follows.

Students would:

- Have 90 percent attendance, without lateness
- Fulfill their school and program objectives
- Take care of their children
- Stay out of legal trouble
- Resolve past legal troubles
- Give up their addictions
- Improve their family relationships
- Learn how to resolve conflicts peaceably
- Express their opinions fully and respectfully
- Learn how to negotiate on their own behalf
- Keep their promises

Additional goals could include ensuring that if students join a committee or any task force, they would attend reliably and follow through on all commitments.

Thus far these goals have not been measured because tracking them for each student would place an enormous burden on each program. However, the outcome measures related to attendance, retention, job placement, and educational achievement indirectly measure personal responsibility and group membership; high standards generally cannot be reached in those areas unless personal growth is occurring. The new Leadership Development Competencies address many of these (see pages 42–47).

TIER TWO YouthBuild USA Affiliated Network Performance Standards, continued

Community Leadership Development

The goal for community leadership development is that a significant number of students are moved to participate in committees that are taking collective responsibility for the program and benefiting people other than themselves (although of course including themselves). Community leadership development can also mean that they take on individual leadership roles designed to improve the functioning of the program or improve the community or benefit people who will come behind them.

While the first step of leadership is taking responsibility to make things go right for oneself, eventually leadership must include making things go right for other people as well. Learning to subordinate one's own interests to the interests of others and becoming the chief servant of one's constituency requires a struggle against the dominant societal values of selfishness and cynicism. Exercising leadership also includes influencing people with power to use their power to benefit other people. Learning to do this requires a struggle against deeply ingrained and widespread feelings of powerlessness.

As mentioned above in the definition of the Leadership Development performance standard, a list of leadership skills and competencies, which the Affiliated Network Policy Council has agreed constitutes skills that all students should learn, has been developed. The young leaders who reviewed these program standards recommend that YouthBuild affiliates use these leadership competencies and develop a system of self-evaluation against these skills. Programs are encouraged to do this at their own initiative, but, as resources allow, YouthBuild USA will train and support affiliates to use the competencies in their programs, and revise them until they can be incorporated as an official performance standard.

In Summary

Standards affect behavior. Knowing what has been achieved by others affects aspirations. Accountability for results affects consistency of effort.

YouthBuild USA will help provide direction and inspiration about what is possible, insight regarding how to achieve it, and accountability for seeing to it that we do all in our power to use the resources we have gathered to make a real difference. We will bring people together to share their methods of achieving the highest levels of success.

PART V

Honors Graduates

National Honors Awards

In April 1998, the YouthBuild USA Affiliated Network Policy Council accepted the recommendation of the Directors Association and other councils and implemented voluntary honors graduation standards. Students who fulfill the following requirements are considered Honors YouthBuild Graduates and are entitled to receive Honors Graduate certificates from YouthBuild USA. Graduates must:

- Remain in the program for a minimum of six months (this may include students who have been deliberately placed in an appropriate job or school after six months, but before the program cycle is over)
- Have an average overall attendance record of 90 percent or an overall attendance of 80 to 85 percent with 95 percent attendance for the last three months
- Attain a GED or diploma (or already have one)
- Pass a drug test and remain drug-free for at least one month before graduation
- Meet the skills competencies developed by their individual program
- Complete AmeriCorps service hours (if their program is an AmeriCorps program).

If programs request these certifications for identified students, the YouthBuild USA Affiliated Network will supply them.

The Rudy Award for Perfect Attendance

The Rudy Award was created in 1991 by YouthBuild USA to honor Rudy Griffith, a YouthBuild Boston graduate who had perfect attendance. From 1991 on, the award has been given annually to YouthBuild trainees who met the qualification of perfect attendance at their own programs.

To qualify for the award, a trainee must have a perfect attendance record and must have completed an affiliated YouthBuild program or been deliberately placed in an appropriate job or school after six months, but before the program cycle is over. Perfect attendance means that the student had only absences from the classroom that were preplanned with the staff, and that were part of his or her educational or leadership development plan. No absences for being sick, caring for sick dependents, or other unplanned absences are allowed.

Rudy Award winners are given a perfect attendance certificate honoring their accomplishments, and a cash award when feasible. In addition, their names will be added to the Rudy Award roster on the YouthBuild USA website so that they can share their success with their friends and family.

Local programs should submit names of National Honors or Rudy Award candidates to the YouthBuild USA Director of the Affiliated Network.

PART VI

The Process for Changing the YouthBuild Model or Requirements

The YouthBuild USA Affiliated Network Policy Council will review the program standards every five years or as needed. It will consider proposals from local programs or from the National Directors Council, Young Leaders Council, YouthBuild National Alumni Council, state YouthBuild coalitions, and YouthBuild USA staff or board of directors regarding any type of change in basic definition, the required and recommended components and actions, qualities, program or performance standards, or explicit philosophy guiding YouthBuild programs. In some cases it will be clear that the proposal should be simply accepted or rejected; in some cases thorough discussion in the councils will be needed; in others the resolution of the question will require further testing, observation of results, and a later report back to the Policy Council. In some cases funding will be needed to do the exploration. If the Policy Council recommends that funds be provided, YouthBuild USA will endeavor to raise the funds.

The YouthBuild USA Affiliated Network Policy Council will includes the following members:

- The YouthBuild USA president, who will chair the council
- The chief program officer of YouthBuild USA plus three other staff with different roles, to be appointed by the president
- Five directors from affiliated YouthBuild sites elected by the National Directors Council. One director shall be the president of the National Directors Association.
- Three young people elected by the Young Leaders Council. One shall be the president of the Young Leaders Council. They must be current students or graduates of YouthBuild programs, and either in good standing at their programs, currently employed, or in school.
- Two YouthBuild program alumni elected by the National Alumni Council. One shall be the president of the YouthBuild National Alumni Council
- Two representatives from VOICES, the Postsecondary Education Initiative's student advisory council.

The YouthBuild USA Board of Directors has delegated the decision making regarding standards to the Policy Council of the YouthBuild USA Affiliated Network. It has the right to overrule the council if it perceives a compelling reason, but has never done so.

PART VII

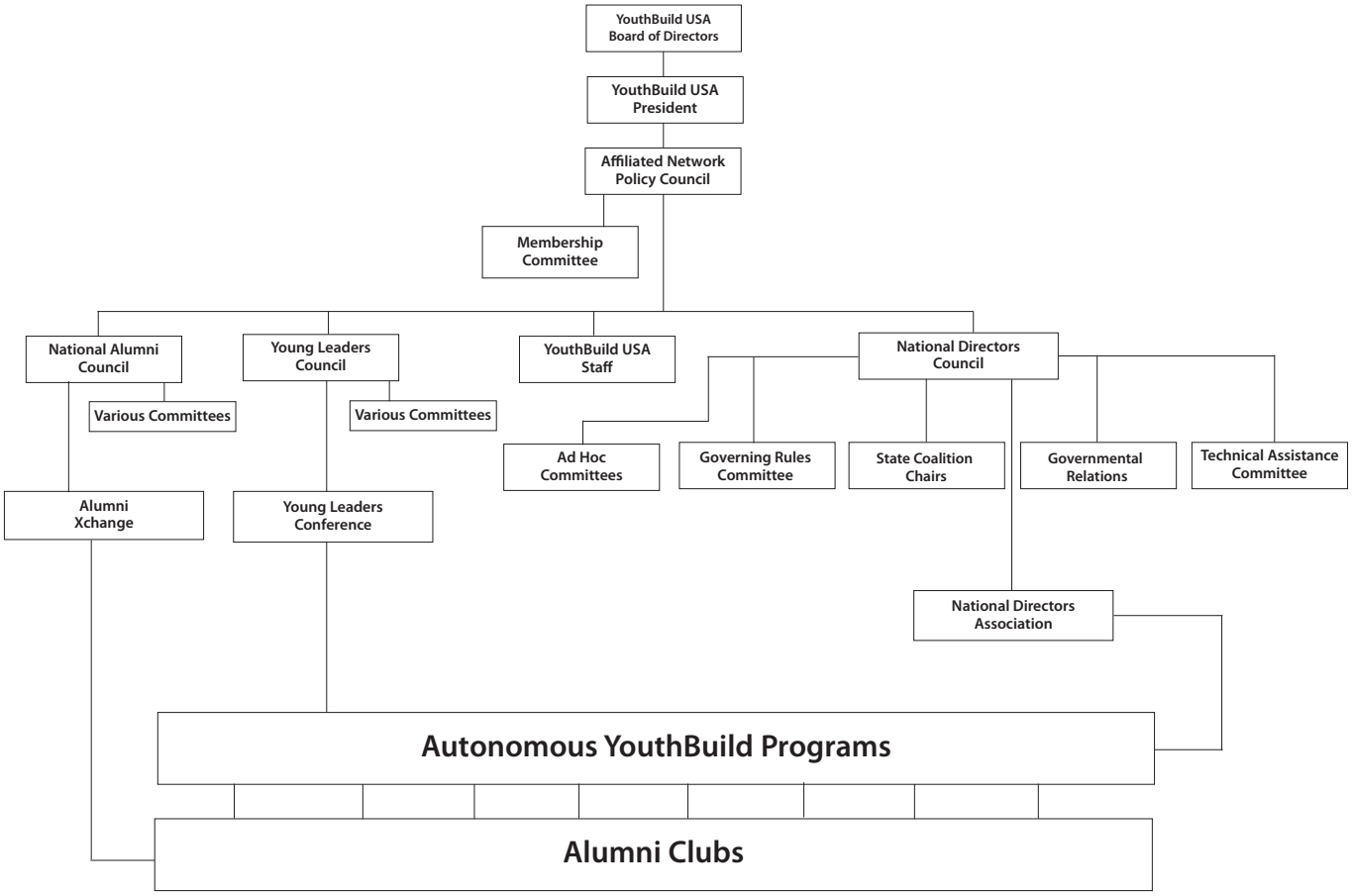
Working Definitions of Important Terms Related to These Standards

Enrollee	A student who has completed the first month of the full-time program, including the orientation and Mental Toughness program
Completer	A student who stays until the end of the full YouthBuild program
Early completer	A student who stays less than the full YouthBuild program cycle, but stays at least six months, and is placed in an appropriate job, a postsecondary educational placement, the military, or a residential treatment program
Exceptional early completer	A student who stays less than six months in a YouthBuild program because there is a compelling reason to place him or her in an appropriate job, a postsecondary educational placement, the military, or a residential treatment program
Appropriate placement	A placement that is better than what the student would have gotten without the YouthBuild program, in a field that is chosen by the student and that represents a career trajectory with possibility of advancement.
Graduate	"Graduate" is defined by the local program, not by these standards, except in the case of an Honors YouthBuild Graduate (see page 36).
Termination	Someone who is counted as "terminated" is terminated by the program after she or he has completed the first month of the full-time program, including orientation and Mental Toughness, and been formally enrolled. If the student is terminated during that first month, he or she is taken from the rolls and not counted as an enrollee for that cycle.

PART VIII

Appendices

YouthBuild USA Affiliated Network Organizational Chart



State Minimum Wages and New Wage Performance Standards, 2012–2013

STATE	State minimum wage, 2012	State minimum wage, 2013	Needing Attention or Unacceptable Not possible to be less than minimum wage	Satisfactory 0–24% above 2013 state minimum wage	Very good 25–50% above state minimum wage	Excellent At least 51% above minimum wage	(FYI) 80% above minimum wage
AL	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
AK	$7.75	$7.75	N/A	$7.75– 9.61	$9.61–11.63	Above $11.63	$11.63
AR	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
AZ	$7.65	$7.80	N/A	$7.80– 9.67	$9.67-11.70	Above $11.70	$12.60
CA	$8.00	$8.00	N/A	$8.00– 9.92	$9.92–12.00	Above $12.00	$14.40
CO	$7.64	$7.78	N/A	$7.64– 9.47	$9.47–11.67	Above $11.67	$14.00
CT	$8.25	$8.25	N/A	$8.25–10.22	$10.23–12.38	Above $12.38	$14.85
DE	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
DC	$8.25	$8.25	N/A	$8.25–10.22	$10.23–12.38	Above $12.38	$14.85
FL	$7.67	$7.79	N/A	$7.79– 9.66	$9.66–11.69	Above $11.69	$14.02
GA	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
HI	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
ID	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
IA	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
IL	$8.25	$8.25	N/A	$8.25–10.22	$10.23–12.38	Above $12.38	$14.85
IN	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
KS	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
KY	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
MD	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
ME	$7.50	$7.50	N/A	$7.50– 9.30	$9.31–11.25	Above $11.25	$13.50
MA	$8.00	$8.00	N/A	$8.00– 9.92	$9.92–12.00	Above $12.00	$14.40
MI	$7.40	$7.40	N/A	$7.49– 9.18	$9.19–11.10	Above $11.10	$13.32
MO	$7.25	$7.35	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
MN	$7.65	$7.80	N/A	$7.80– 9.67	$9.68–11.70	Above $11.70	$14.04
MS	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
MT	$7.65	$7.80	N/A	$7.80– 9.67	$9.68–11.70	Above $11.70	$11.70

State Minimum Wages and New Wage Performance Standards, 2012–2013, continued

STATE	State minimum wage, 2012	State minimum wage, 2013	Needing Attention or Unacceptable Not possible to be less than minimum wage	Satisfactory 0–24% above 2013 state minimum wage	Very good 25–50% above state minimum wage	Excellent At least 51% above minimum wage	(FYI) 80% above minimum wage
NE	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
NV	$8.25	TBD	N/A	TBD	TBD	TBD	TBD
NH	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
NJ	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
NM	$7.50	$7.50	N/A	$7.50– 9.30	$9.31–11.25	Above $11.25	$13.50
NY	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
NC	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
ND	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
OH	$7.70	$7.85	N/A	$7.85– 9.73	$9.74–11.78	Above $11.78	$14.13
OK	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
OR	$8.80	$8.95	N/A	$8.85–10.91	$10.92–13.43	Above $13.43	$16.11
PA	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
PR	$6.55	$6.55	N/A	$6.55– 8.12	$8.13– 9.83	Above $9.83	$11.79
SC	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
SD	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
TN	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
TX	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
UT	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
VA	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
VI	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
VT	$8.46	$8.60	N/A	$8.61–10.66	$10.67–12.90	Above $12.90	$15.48
WA	$9.04	$9.19	N/A	$9.19–11.40	$11.41–13.79	Above $13.79	$16.54
WI	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
WV	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05
WY	$7.25	$7.25	N/A	$7.25– 8.99	$9.00–10.88	Above $10.88	$13.05

Leadership Development, Workplace, and Postsecondary Readiness Competencies

Leadership development represents an essential element of YouthBuild programming and the YouthBuild movement. In the YouthBuild context, leadership means young people take responsibility to make sure things go right for themselves, their families and their communities. Leadership development is also key to helping YouthBuild students work toward their career goals and learning and succeed in career and postsecondary placements.

Many of the same competencies necessary for students to become leaders in their families, programs and communities are also the kinds of foundational skills sought by employers and needed to succeed in higher education. When planning leadership development activities and measuring leadership development among program participants, YouthBuild programs should be mindful of the intersections between leadership development, higher education, and workplace competencies.

The following table contains some suggested leadership competencies for YouthBuild programs to use as starting places for developing their own lists tailored to their program context. The competencies are in three categories:

- Personal leadership skills and knowledge
- Small-group leadership skills and knowledge
- Community leadership skills and knowledge.

We have highlighted competencies that are of particular relevance to career preparation and success in college.

Each competency has an example benchmark by which a program could determine if a participant is working toward attainment of the competency. Benchmarks need to be customized to each program, so these are simply illustrative. In addition, as is evident from the sample benchmarks, activities across the program should provide opportunities for participants to work toward competency attainment. For example, some of the sample benchmarks are the results of classroom writing activities; some would be achieved in consultation with the counselor or career developer, and some can be achieved on the construction work site. In this document, we highlight ways in which these activities might be directly linked to career development and preparation for college.

Lastly, we suggest that a program set standards for completion, for example: "To graduate, a student must satisfactorily attain 80 percent of these leadership competencies. The student is then awarded a certificate, which can be added to his or her résumé or portfolio."

Leadership Development, Workplace, and Postsecondary Readiness Competencies, continued

Personal Leadership Skills and Knowledge	
Basic competencies	**Sample benchmarks**
1. Schedule Keeps and uses a weekly schedule and calendar.	***General Leadership*** Spot checks of calendar and weekly schedule show up-to-date program activities and appointments. ***Career Ready*** Maintains a calendar with work site, internship and job placement schedules. ***Postsecondary Ready*** Maintains an up-to-date calendar for short- and long-term scheduling for all classroom assignments.
2. E-mail Has and uses an e-mail account, Facebook page, or other social media networking platform.	***General Leadership*** Consistently replies to weekly e-mails from program director. ***Career Ready*** Writes professional e-mails, and uses e-mail for job applications when appropriate. (Professional user name should be part of basic competency.) ***Postsecondary Ready*** Can complete, save, discuss, and submit coursework electronically.
3. Goal setting Sets and makes progress towards personal development goals. Understands value of long-term goals and deferred gratification. Can use self-evaluation and feedback from others to evaluate progress toward goals.	***General Leadership*** Individual development plan lists goals and records regular self-assessment of progress toward goals, with modifications as needed. Demonstrates ability to ask for feedback about goals. ***Career Ready*** Individual development plan includes career and education plans with clear and achievable goals.
4. Emotional control Handles own anger, frustration, disappointments, and reactions to personal or societal disrespect and mistreatment in a constructive way.	***General Leadership*** Instances of improvement in managing anger or disappointment constructively are recognized by staff or fellow students and are recorded in case notes. ***Career Ready*** Instances are noted in which the student's communicates effectively and in a productive manner about frustrations on the work site and in the classroom.
5. Financial literacy Has basic financial literacy skills: pays bills, saves money, makes and uses a personal budget.	***General Leadership*** Budget and biweekly reconciliations are turned in. ***Postsecondary Ready*** Creates a budget for financing postsecondary education expenses, considering financial aid and living expenses. Keeps this budget up-to-date as plans for postsecondary education progress.

Leadership Development, Workplace, and Postsecondary Readiness Competencies, continued

Personal Leadership Skills and Knowledge	
Basic competencies	**Sample benchmarks**
6. Note taking Takes useful notes in class, in meetings, and on the work site.	***General Leadership*** Written work site safety tips, based on notes taken on work site, potentially to be used for program poster. ***Career Ready*** Written notes about career paths from career presentations, job shadowing, and informational interviews are kept in a journal or used in group discussions and presentations. ***Postsecondary Ready*** Takes well-organized notes which capture key learning concepts and demonstrate understanding of content.
7. Researching Can find information through researching.	***General Leadership*** Researches topics of interest using a variety of sources such as the Internet and the library. Is able to evaluate those sources. ***Career Ready*** Uses information found through research to prepare presentation on a career pathway that matches the student's interests and local labor-market demand. ***Postsecondary Ready*** Can distinguish between the validity of various research sources and use legitimate resources to construct a research paper.
8. Personal values Can articulate how own personal values and beliefs affect his or her decision.	***General Leadership*** Writes essay about how a personal value has affected his or her life choices. ***Career Ready*** Journal entry describing how personal values and beliefs might influence the student's career choice.
9. Support network. Seeks and takes advantage of a positive support network and has someone to turn to during times of need.	***General Leadership*** Develops a mentor; creates a strong circle of friends; associates with positive people.
10. Community resources. Can identify and secure community resources and supports to help meet their own needs.	***General Leadership*** Creates contact list of important community resources, any self- reports of using these resources are recorded in case notes. ***Career Ready*** Can identify community resources for finding a job and developing career skills (such as Career OneStop and the nearest community college). ***Postsecondary ready*** Proactively approaches instructors, professors, and counselors for additional understanding and support.

Leadership Development, Workplace, and Postsecondary Readiness Competencies, continued

Small Group Leadership Skills and Knowledge	
Basic competencies	**Sample benchmarks**
11. Define leadership Can define the functions, skills, attitudes, and qualities of good leaders.	***General Leadership*** Writes essay, short story, or poem that describes the functions, skills, attitudes, and qualities of a good leader. ***Career Ready*** Writes essay, short story, or poem that describes how the qualities that make someone a good leader apply in a variety of situations, including the workplace. ***Postsecondary Ready*** Completes research paper on the role of a leader in the students' community or a historical leader who impacted the young persons' life experience.
12. Listening Listens well to others in class, in meetings, and on the work site.	***General Leadership*** Participates effectively in class discussions, listening respectfully to the opinions of others. ***Career Ready*** On the work site and during group projects, is able to take on different roles as part of the team—being a listener when necessary. Exhibits tact and diplomacy, showing sensitivity to the thoughts of others. ***Postsecondary Ready*** Can actively participate in and lead group academic projects.
13. Public speaking Can prepare for and give a presentation in front of a group.	***General Leadership*** Delivers a written presentation about an issue in the community that is important to the student. ***Career Ready*** Practices speaking to community leaders at city hall meetings, developing professional communication and presentation skills. Presentation on a career track and videotape of presentation. ***Postsecondary Ready*** Presents projects from academic portfolio to peers, educators, community, and workforce partners.
14. Group process Can explain and participate in a variety of group process methods such as brainstorming, small group sharing, equal time go-arounds, and appreciations.	***General Leadership*** Is observed facilitating a brainstorming session, or participates in appreciating peers; demonstrates use of other group processes.

Leadership Development, Workplace, and Postsecondary Readiness Competencies, continued

Small Group Leadership Skills and Knowledge

Basic competencies	Sample benchmarks
15. Small group meetings Can lead an effective small group discussion, or follow an agenda, or reach a decision.	***General Leadership*** Leads an effective small group discussion about an in-class assignment. Observed facilitating a meeting agenda or making a decision. ***Career Ready*** Works as a team to develop a set of priorities for improving relationships on the work site, helping to identify team goals, resolve conflicts, and reach consensus. ***Postsecondary Ready*** Leads an effective small-group discussion about strategies for succeeding in postsecondary education (possibly a discussion to include alumni), making sure that everyone's opinions are heard and taken into consideration.

Community Leadership Skills And Knowledge

Basic competencies	Sample Benchmarks
16. Knowledge of government Can explain the basics of how local, state, and national governments work.	***General Leadership*** Creates poster with explanations; presents to elementary school students. ***Career Ready*** Able to clearly explain complex systems.
17. Voting If eligible, is registered to vote and knows how to vote.	***General Leadership*** Copy of completed voter registration form; votes in program election using simulated voting system.
18. Using media to raise public concern Can write a letter to the editor or local official to bring attention to a concern, or can post a blog or launch a Facebook campaign.	***General Leadership*** Completes letter to the editor. ***Career Ready*** Is able to write a clear, coherent, persuasive document and communicate ideas, opinions, and concerns clearly and coherently.
19. Research issues Can research and advocate for issues important to him or her.	***General Leadership*** Writes proposal for a way to improve the program. ***Career and Postsecondary Ready*** Writes proposal for way to improve the work site or his or her roles at the work site. Is able to identify problems, consider alternatives and determine possible solutions. Effectively locates, gathers, and organizes relevant information.

Leadership Development, Workplace, and Postsecondary Readiness Competencies, continued

Community Leadership Skills And Knowledge	
Basic competencies	**Sample Benchmarks**
20. Service Can identify opportunities to serve the community.	***General Leadership*** Identifies potential projects, and organizes and executes a realistic plan, evaluating the plan as it progresses, making adaptations as necessary. ***Postsecondary Ready*** Participates in and leads service-learning projects with the efficacy to select projects with community value and connections to classroom learning goals
21. Cultural competence Demonstrates respect for cultural differences among peers and in the community. Understands and effectively communicates terms of oppression (such as racism, sexism, adultism).	***General Leadership*** is observed by staff as having a basic understanding of oppression; has journal entry describing personal experience of oppression; has a working vocabulary of the different dimension of diversity; demonstrates knowledge through writings, role plays, and conversations. ***Career Ready*** Is able to discuss and acknowledge cultural differences respectfully. Writes a journal entry about how cultural differences could affect working relationships and how best to address issues as they arise.
22. Community mapping Can map assets and key influential organizations, people and forces in the community.	***General Leadership*** Creates poster map of community. ***Career Ready*** Locates and interviews career development centers, OneStop center,
23. Organizing events Can plan, organize and implement a program activity or event.	***General Leadership*** Writes plan for program event and writes post-program evaluation. ***Career and Postsecondary Ready*** Plans and implements a career and postsecondary development event—for example, a pizza party with alumni who are currently working towards postsecondary education credentials.

EXHIBIT 3

YouthBuild McLean County Curriculum Summary
2023-2024

Educational Goal

The educational goal of YouthBuild is to provide rigorous, and relevant educational training in core subjects in alignment with ISBE standards in order to bring a disadvantaged population of students in educational and vocational alignment with their graduating peers. This goal is met through intensive core based curriculum, extensive vocational education, and competency based teaching and assessment.

Graduation Requirements

YouthBuild students may graduate through one of three methods listed below.

CREDITS
A student may graduate by accumulating credits that align with those laid out by the Illinois State Board of Education.

Mathematics **One credit must be Algebra I and 1 credit must include geometry content*	3*
Language Arts *To meet the writing requirement, two years of writing must be achieved. 1 in a language arts course and 1 as part of any course offered*	4
Science	2
Social Studies *Must include 1 credit of US History or combination of US History and American Government*	2
Elective	1
Wellness/ Health *Physical Education is required every semester in school; however requirement may be waived under circumstances proscribed by the Illinois State Board in P.A 95-223.*	.5
Consumer Education	.5

CORE COMPETENCY
A student may graduate by developing a portfolio of tests, projects, and work that demonstrate a mastery of no less than 80% of the High School Common Core Standards. This portfolio must be presented to a committee of educators and administrators to evaluate and approve.

COLLEGE READINESS ASSESSMENT
A student may graduate by completing a college entrance exam (i.e. Compass) at a level permitting the student to enroll in all credit bearing coursework with no remediation. These test scores must be presented to a committee of educators and administrators to evaluate and approve.

Course of Study

Mathematics
- Algebra 1 Part 1
- Algebra 1 Part 2
- Algebra 1 Part 3
- Integrated Math 1
- Integrated Math 2

Language Arts
- Strategic Reading
- Applied English and Communications
- Language Arts Lab
- Composition
- Advance Composition

Science
- Foundations of Science 1
- Foundations of Science 2
- General Biology
- Physical Geography
- Earth Science

Social Studies
- US History 1
- US History 2
- Sociology
- Psychology
- United States and World Affairs

Electives
- Construction, Comprehensive (NCCER)
- Architecture and Construction Independent Study
- Service Learning
- Community Emergency Response
- Career Exploration

Wellness/ Health
- Safety and First Aid

Consumer Education
- Consumer Education

Foreign Language
- Spanish Language 1-4

YouthBuild offers a variety of courses designed to meet the needs, interests, and abilities of a wide range of students. 100 numbered courses indicate freshman/sophomore courses and 200 numbered courses indicate junior/senior level courses. Four years of curriculum is offered. YouthBuild works with an educationally disadvantaged population. The educational goal of YouthBuild is to provide rigorous educational training in core subjects, in alignment with ISBE standards, in order to bring a disadvantaged population of students in educational alignment with their graduating peers and meet state graduation requirements.

This goal is met through:

- intensive core based curriculum
- competency based teaching and assessment
- appropriate student based individual education plans in all subjects

A student's educational level is assessed comprehensively at the beginning of the school year. The assessments place the student into classes and work based upon the skills that student is shown to have. Prior credits, although taken into consideration, are not the only factor in placements. Students show competency through their work and are expected to meet a minimum level of competency to be issued full credit for the course. Students are able to advance courses per quarter if they have shown adequate proficiency. Partial credit may be offered. YouthBuild offers credit towards ISBE graduation requirements. Letter grades are offered as well on the following scale:

A – 90% or above
B – 80% - 89%
C – 70% - 79%
D – 60% - 69%
F – 59% or below

Course Descriptions

All courses at YouthBuild are offered as 1 credit unless otherwise indicated. Courses consist of 2-week modules which yield a partial credit. Completion of all 2-week modules will result in the full credit earned, or partial credit may be awarded based on the number of modules complete.

MATHEMATICS

MAT 101 – ALGEBRA I, Part 1
This course increases students' foundational math skills and prepares them to continue in Algebra by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.
ISCS 02051A000

MAT 102 – ALGEBRA 1, Part 2
Pre-requisite: Algebra I, Part 1 or passing entrance test
The second part in a multi-part sequence of Algebra I. This course generally covers the same topics as the first semester of Algebra I, including the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities.
ISCS 02053A000

MAT 103 – ALGEBRA 1, Part 3
Pre-requisite: Algebra I, Part 2 or passing entrance test
The third part in a multi-part sequence of Algebra I. This course generally covers the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.
ISCS 02054A000

MAT 201 – INTEGRATED MATH 1
Pre-requisite: Algebra I, Part 3 or passing entrance test
Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.
ISCS 02061A000 1

MAT 202 – INTEGRATED MATH 2
Pre-requisite: Integrated Math 1
Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.
ISCS 02061A000 2

Primary Curricula:
YouthBuild utilizes the Prentice Hall Mathematics curriculum in all math subjects. Pearson Education, Inc., publishing as Prentice Hall, Upper Saddle River, New Jersey 07458. Students utilize Pearson's My Math Lab to track progress and assess mastery of skills.

In addition the math curricula closely integrates with the vocation electives that serve as a laboratory to use math theory in practical application.

LANGUAGE ARTS / WRITING

LGA 101 – STRATEGIC READING

Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Reading courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text.
ISCS 01066A000

LGA 102 – APPLIED ENGLISH AND COMMUNICATIONS

Applied English and Communications courses teach students communication skills—reading, writing, listening, speaking—concentrating on "real-world" applications. These courses usually emphasize the practical application of communication as a business tool—using technical reports and manuals, business letters, resumes, and applications as examples—rather than emphasize language arts skills as applied to scholarly and literary materials. This course is writing intensive.
ISCS 01156A000

LGA 201 – LANGUAGE ARTS LABRATORY

Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.
ISCS 01009A000

LGA 202 – COMPOSITION

Composition courses focus on students' writing skills and develop their ability to compose different types of papers for a range of purposes and audiences. These courses enable students to explore and practice descriptive, narrative, persuasive, or expositive styles as they write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although composition courses may present some opportunities for creative writing, their focus usually remains on nonfiction, scholarly, or formal writing. This course is writing intensive.
ISCS 01103A000

LGA 203 – SENIOR ENGLISH

English/Literature (juniors and seniors) courses are designed for juniors and/or seniors and emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve critical-thinking and analytic skills. This course is writing intensive.

Students in 100-level language arts courses will have a literacy assessment through the Test for Adult Basic Education (TABE) and/or the Qualitative Reading Inventory IV (QRI4) to determine the student's individual literacy level. Students will select reading material within their lexile level to utilize during course instruction and increase difficulty throughout the year.

Divergent, The Laramie Project, and *The Fault in Our Stars* are examples of texts that may be read by all students for group literacy work.

SCIENCE

SCI 101 – FOUNDATIONS OF SCIENCE 1

Unified Science courses combine more than one branch of science into a cohesive study or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques. This course integrates with US History, allowing students to examine the rise of modern scientific theory and technological developments as they relate to the American people, places, and experience.
ISCS 03202A000 1

SCI 102 – FOUNDATIONS OF SCIENCE 2

Unified Science courses combine more than one branch of science into a cohesive study or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques. This course integrates with US History, allowing students to examine the rise of modern scientific theory and technological developments as they relate to the American people, places, and experience.
ISCS 03202A000 2

SCI 201 – GENERAL BIOLOGY

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.
03051A000

SCI 202 – PHYSICAL GEOGRAPHY

Topics covered in Physical Geography courses equip students with an understanding of the constraints and possibilities that the physical environment places on human development. These courses include discussion of the physical landscape through geomorphology and topography, the patterns and processes of climate and weather, and natural resources.
ISCS 03007A000

SCI 203 – EARTH SCIENCE

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.
ISCS 03001A000

SOCIAL STUDIES

SS 101 – US HISTORY 1

U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement. This course integrates with Foundations of Science, allowing students to examine the rise of modern scientific theory and technological developments as they relate to the American people, places, and experience.

SS 102 – US HISTORY 2

U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement. This

course integrates with Foundations of Science, allowing students to examine the rise of modern scientific theory and technological developments as they relate to the American people, places, and experience.

SS 201 – SOCIOLOGY
Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.
ISCS 04051A000

SS 202 – PSYCHOLOGY
Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.
ISCS 04254A000

SS 203 – UNITED STATES AND WORLD AFFAIRS
United States and World Affairs courses provide a study of global interrelationships. Topics covered may include geographic, political, economic, and social issues of a particular country or region, with an emphasis on how these issues influence (or are influenced by) the way in which the United States relates to other countries in an interdependent world context.
ISCS 04260A000

ELECTIVES

VOC 101 CONSTRUCTION, COMPREHENSIVE (N.C.C.E.R. CORE)
This is an introductory course developed by the National Center for Construction Education and Research (N.C.C.E.R.). This course has been designed to give the student entry level knowledge of the skills needed to work in the construction industry. The class is conducted in a mobile classroom on a working construction site and provides a theoretical approach to the residential construction industry. This course includes a performance skills evaluation that is measured in the Residential Construction Applications course. Upon successful completion of VOC 101 a nationally recognized certification from NCCER is proffered. This course closely integrates with the mathematics curriculum, serving as a laboratory to use math theory in practical application.
ISCS 17002A000

VOC 201 ARCHITECTURE AND CONSTRUCTION INDEPENDENT STUDY
Architecture and Construction—Independent Study courses, often conducted with instructors as mentors, enable students to explore architecture and construction-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills. Students excelling in vocational coursework can opt to take advance classes in building maintenance, weatherization, or carpentry. These independent studies are closely monitored by certified staff from the Building Performance Institute or National Apartment Association Education Institute and lead to industry recognized certifications.
ISCS 17997A000

Primary Curricula:
YouthBuild utilizes National Center for Construction Education and Research (NCCER). CORE Curriculum (2009) and Carpentry Fundamentals (2006). Gainesville, FL 32614 and published by Pearson Education Inc.,

VOC 202 COMMUNITY EMERGENCY RESPONSE
(.25 Credit)
Pre-requisite: Junior or Senior or the recommendation of an instructor
This course introduces students to the roles citizens can play in the emergency response cycle: Analysis, Planning, Mitigation, Response, and Recovery. This course is taught by an Emergency Management Officer and certified Trainer and includes such topics as weather systems, hazardous materials, first aid

and health, and safety. Successful completion of the course yields a certificate from the Illinois Emergency Management Agency.
ISCS 15153A000

Primary Curricula:
YouthBuild utilizes the Community and Emergency Response Team Participant Manual (July 2007) developed by Department of Homeland Security, United States Fire Administration, and Emergency Management Institute.

VOC 203 – SERVICE LEARNING
Pre-requisite: Recommendation of an instructor
Community Service courses provide students with the opportunity to volunteer their time, energy, and talents to serve a community project or organization. These courses are usually (but not always) conducted with a seminar component, so that students can use their volunteer experiences to learn how to solve problems, make decisions, and communicate effectively.
ISCS 22104A000

VOC 204 – CAREER EXPLORATION
Pre-requisite: Recommendation of an instructor
Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions
ISCS 22151A000

WELLNESS/HEALTH

HLT 101 SAFETY AND FIRST AID
(.5 Credit)
Safety and First Aid courses provide specialized instruction in first aid techniques, cardiopulmonary resuscitation (CPR), relief of obstructed airways, and general safety procedures and behaviors. These courses may include such topics as an overview of community agencies and hotlines providing emergency care and information and opportunities for first aid and CPR certification.
ISCS 08055A000

Primary Curricula:
Training Requirements in O.S.H.A. Standards and Training Guidelines (2005) Occupational Safety and Health Administration, 200 Constitution Ave. NW, Washington D.C., 20210 and American Red Cross First Aid/CPR/AED for the Workplace (2007), 780 Township Line Rd, Yardley, PA. 19067

CONSUMER EDUCATION

CE 101 – CONSUMER MATH
(.5 Credit)
Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.
ISCS 02157A000

Primary Curricula:
YouthBuild partners with State Farm Bank, who provides instructional leadership and course materials for Consumer Math.

FOREIGN LANGUAGE

SPA 101-104 – SPANISH
Spanish language courses introduce students to the culture, language and grammar of Spanish speaking peoples. Coursework includes reading, writing, and speaking and is administer by Illinois Virtual High School.
ISCS 06101A000, 06102A000, 06103A000, 06104A000

EXHIBIT 4

Important Dates:
September 2, 2024- Labor Day/No School
September 4, 2024- Begin Fall Term
September 10, 2024- Half Day/Remote Learning
September 11, 2024- 911 National Day of Service
September 27, 2024- Teacher Institute/No School

October 14, 2024- Indigenous People's Day
October 23, 2024- Half Day/Remote Learning

November 4, 2024- Staff Training/No School
November 5, 2024- Election Day/No School
November 11, 2024- Veterans' Day of Service
November 21 & 25-26, 2024- Midterm Evaluations
November 22, 2024- Thanksgiving Celebration
November 27 – November 29, 2024- Thanksgiving Break

December 2, 2024- Midterm Enrollment
December 4, 2024- Half Day/Remote Learning
December 23 – January 3, 2025- Winter Break

January 6, 2025- Teacher Institute/No School
January 20, 2025- Martin Luther King Jr's Birthday/Day of Serv.
January 31, 2025- End Fall Term

February 3, 2025- Begin Spring Term
February 6, 2025- Half Day/Remote Learning
February 17, 2025- Presidents' Day/No School
February 28, 2025- Teachers' Institute/No School

March 4, 2025- Half Day/Remote Learning
March 17-20, 2025- Midterm Evaluations
March 21, 2025- Service Ball
March 24-28, 2025- Spring Break

April 17, 2025- Half Day/Remote Learning
April 18, 2025- Teachers' Institute/No School
April 28, 2025- Midterm Enrollment

May 2, 2025- Half Day/Remote Learning
May 26, 2025- Memorial Day/No School

June 13, 2025- End Spring Term
June 19, 2024- Juneteenth/YB Closed
June 23-July 4, 2025- Summer Break I

July 7, 2025- Begin Summer Term

August 1, 2025- End Summer Term
August 4-8, 2025- Grad Week
August 11, 2025- Graduation
August 12-22, 2025- Summer Break II

Gray Dates= No School, YBMC closed
Red Dates= No School, YBMC Staff present

Total Days in Session= 198

YB YOUTHBUILD

MCLEAN COUNTY

2024-2025 School Calendar

Sep-24

Su	Mo	Tu	We	Th	Fr	Sa
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					

Oct-24

Su	Mo	Tu	We	Th	Fr	Sa
		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		

Nov-24

Su	Mo	Tu	We	Th	Fr	Sa
					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

Dec-24

Su	Mo	Tu	We	Th	Fr	Sa
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				

Jan-25

Su	Mo	Tu	We	Th	Fr	Sa
			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	

Feb-25

Su	Mo	Tu	We	Th	Fr	Sa
						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	

Mar-25

Su	Mo	Tu	We	Th	Fr	Sa
						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					

Apr-25

Su	Mo	Tu	We	Th	Fr	Sa
		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			

May-25

Su	Mo	Tu	We	Th	Fr	Sa
				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

Jun-25

Su	Mo	Tu	We	Th	Fr	Sa
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					

Jul-25

Su	Mo	Tu	We	Th	Fr	Sa
		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		

Aug-25

Su	Mo	Tu	We	Th	Fr	Sa
					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						

2024-2025 School Calendar

September 2, 2024- Labor Day/No School
September 4, 2024- Begin Fall Term
September 10, 2024- Half Day/Remote Learning
September 11, 2024- 911 National Day of Service & Remembrance
September 27, 2024- Teacher Institute/No School
October 14, 2024- Indigenous People's Day/No School
October 23, 2024- Half Day/Remote Learning
November 4, 2024- Staff Training/No School
November 5, 2024- Election Day/No School
November 11, 2024- Veterans' Day of Service
November 21 & 25-26, 2024- Midterm Evaluations
November 22, 2024- Thanksgiving Celebration
November 27-29, 2024- Thanksgiving Break/No School
December 2, 2024- Midterm Enrollment
December 4, 2024- Half Day/Remote Learning
December 23 – January 3, 2025- Winter Break
January 6, 2025- Teacher Institute/No School
January 20, 2025- Martin Luther King Jr's Birthday/Day of Service
January 31, 2025- End Fall Term
February 3, 2025- Begin Spring Term
February 6, 2025- Half Day/Remote Learning
February 17, 2025- Presidents' Day
February 28, 2025- Teachers' Institute/No School
March 4, 2025- Half Day/Remote Learning
March 17-20, 2025- Midterm Evaluations
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May 26, 2025- Memorial Day
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June 23 – July 4, 2025- Summer Break I
July 7, 2025- Begin Summer Term
August 1, 2025- End Summer Term
August 4-8, 2025- Grad Week
August 11, 2025- Graduation
August 12-22, 2025- Summer Break II

Total Days in Session= 198

360 Wylie Drive, Suite 305 Normal, IL 61761 309-454-3898 309-454-3913 YBMC.org

EXHIBIT 5

Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

The District follows the special education procedures prepared by the Ill. Council of School Attorneys (ICSA) and Illinois Association of School Boards (IASB) available at: https://www.iasb.com/policy-services-and-school-law/guidance-and-resources/special-education/special-education-procedures-and-sample-policies/.

Adopted: August 11, 2010
Reviewed: July 2024
Amended: July 17, 2024

EXHIBIT 6

YBMC Inc, dba YouthBuild Mclean County
Board Approved Budget 2024

Ordinary Income/Expense	
Income	
36000 · Sale of Glenn House	100,000.00
36020 · YBMC Ed Services for Charter	350,000.00
36025 · Application fee for YB Charter	225.00
36090 · State Farm	45,000.00
36100 · Contributions	
36105 · Unrestricted	20,000.00
36125 · For Construction Projects (CDGB)	10,000.00
36220 · Sensory Room	20,000.00
Total 36100 · Contributions	445,225.00
37000 · Rental Income	
37020 · S C Rental Income	84,000.00
37040 · BMB Rental Income	84,000.00
37060 · Pet Central Helps Rent	24,000.00
Total 37000 · Rental Income	192,000.00
38000 · Grants	
38037 · AmeriCorps 24/25	80,000.00
38045 · Summer Jobs	30,000.00
38078 · AmeriCorps 23/24	300,000.00
38220 · IYC	435,000.00
38999 DOL 2023 (FY 24-25)	250,000.00
38222 · Scott Grant	50,000.00
Total 38000 · Grants	1,145,000.00
Total Income	2,277,450.00
Gross Profit	2,277,450.00
Expense	
49999 · Program Costs	
40100 · Occupancy	
40110 · Telephone & Internet	17,000.00
40115 · Utilities.	87,000.00
40120 · Office/Building Renovation	15,000.00
40125 · Custodial	10,000.00
40130 · Bldg Maint, Grounds & Repairs	95,000.00
Total 40100 · Occupancy	224,000.00
40200 · Staff Training and Travel	
40205 · Staff Professional Development	4,000.00
40200 · Staff Training and Travel - Other	5,000.00
Total 40200 · Staff Training and Travel	9,000.00

40400 · Transportation	
40410 · Bus Tokens/Student Gas	5,500.00
40450 · Vehicles	
40450A · Maintenance	8,000.00
40450B · Fuel	11,000.00
40450C · License and Misc	600.00
Total 40450 · Vehicles	19,600.00
Total 40400 · Transportation	25,100.00
40500 · Leadership Program	
40505 · Service Projects	
SD · Service Days	500.00
Total 40505 · Service Projects	500.00
40530 · Support Services	150.00
40535 · Student Incentives	225.00
40540 · Student Food / Incentives	1,875.00
Service Ball	2,000.00
40550 · YB T-Shirts/AmeriCorps Gear	4,000.00
40560 · Fingerprinting	4,000.00
40570 · Mental Toughness	100.00
40590 · Summer Jobs	
40590B · Summer Jobs Food/Incentives	1,000.00
40590C · Summer Jobs Stipends	6,000.00
40590 · Summer Jobs - Field Trips	2,000.00
Total 40590 · Summer Jobs	9,000.00
40595 · Field Trips/Clubs	1,000.00
Total 40500 · Leadership Program	22,850.00
40600 · Education Program	
40605 · Computers	13,000.00
40610 · Computer Services	26,000.00
40630 · Sensory room	20,000.00
40635 · School Security and Safety	20,000.00
40640 · Education & Classroom Supplies	2,000.00
Total 40600 · Education Program	81,000.00
40700 · Alumni Department	
40730 · Graduation	750.00
40800 · Career Center.	1,000.00
Total 40700 · Alumni Department	1,750.00
40900 · Vocational Education	
40920 · Construction Department	

40920A · Supplies	800.00
40920C · Tools	2,000.00
Total 40920 · Construction Department	2,800.00
40925 · OSHA and NCCER	500.00
40930 · Health Care	1,000.00
40935 · Digital Divide	1,000.00
Total 40900 · Vocational Education	5,300.00
41100 · Stipends	
41110A · Worksite Incentives	60,000.00
Total 41100 · Stipends	60,000.00
Total 49999 · Program Costs	429,000.00
50000A · Other Operating Costs	
50105 · General Office Supplies	5,200.00
50200 · Copier Rental and Maintenance	2,100.00
50300 · Insurance/Audit/ Other	
50305 · Insurance	64,417.00
50310 · Memberships and Affiliations	5,000.00
50315 · Audit	16,000.00
50320 · Service Charges	
* 50320B · Finance Charges/ Bank Fees	500.00
50320 · Service Charges - Other	100.00
Total 50320 · Service Charges	600.00
50330 · Property Tax - 360 Wylie	18,500.00
50340 · Professional Consultants	52,000.00
Total 50300 · Insurance/Audit/ Other	156,517.00
Total 50000A · Other Operating Costs	163,817.00
Total 68000 · Personnel & Fringe	1,410,882.00
80000 · Properties	
81000 · 409 E Olive St	15,000.00
81010 · 316 Glenn Ave. Normal	15,000.00
Total 80000 · Properties	35,000.00
85000 · Rentals	
85005 · BMB Rental Expenses	
50325 · Unrelated Business IncTax BMB	18,000.00
85005 · BMB Rental Expenses - Other	2,000.00
Total 85005 · BMB Rental Expenses	20,000.00
85500 · Stoneman Corner Rental	
85510 · Administrative	
Mort/ reserve/insurance	40,246.00

510 A3 · Legal	500.00
Total 85510 · Administrative	40,746.00
85520 · Operating	
520 B1 · Electric	500.00
520 B2 · Water/Sewer	5,600.00
520 B3 · Rubbish	6,000.00
Total 85520 · Operating	12,100.00
85530 · Maintenance	
530 C1 · Exterminating	3,000.00
530 C2 · Grounds	1,000.00
530 C3 · Repairs	15,000.00
530 C3 · Appliance repair/replace	4,000.00
530 C5 · Supplies	500.00
530 C6 · Painting	1,000.00
Total 85530 · Maintenance	24,500.00
Total 85500 · Stoneman Corner Rental	77,346.00
85700 · Pet Central - Rental Expenses	3,000.00
Total 85000 · Rentals	100,346.00
Total Expense	2,139,045.00
Net Ordinary Income	138,405.00
Net Income	**138,405.00**

EXHIBIT 7

YBMC Board Roster

David Stanczak
***Board President**
Email: dlts1202@yahoo.com

DeWhitt Bingham-Board Member
Email: DeWhitt.Bingham@mcleancountyil.gov

M. Curt Richardson-Board Member
Email: richardmc@unit5.org

Paula Evans-Board Member
**YouthBuild Graduate*
Email: pewla2@yahoo.com

Mark Toon
**YouthBuild Graduate Parent*
Email: mr.toon@comcast.net

360 Wylie Drive, Suite 305 Normal, IL 61761 309-454-3898 YBMC.org

EXHIBIT 8

Personnel Policy Manual

Welcome!

Welcome to YouthBuild McLean County! We are a not-for-profit community development agency and independent school dedicated to transforming the quality of life in McLean County. We are an accredited member of the Illinois YouthBuild Coalition and of the YouthBuild USA Affiliated Network. We are recognized through the Illinois State Board of Education. Through our activities and partnerships we work to advance the YouthBuild social movement dedicated to empowering the disempowered and creating generations of intelligent, informed, invested, and involved community leaders. You are now part of the YouthBuild team; a position that is demanding as well as rewarding! We are here because we care about our community and what is happening here. We believe that it is up to us to make a difference.

We want you to feel at home in your new position. This manual briefly describes the main features of the firm's personnel policies, procedures and benefits. It is intended to provide all employees with guidelines on these policies, and is not intended as a comprehensive description. Obviously, no manual can possibly cover all situations that might arise. Therefore, in addition to these specific policies, everyone is expected to follow the ordinary rules of common sense and professionalism which are necessary in any office/business setting.

Youthbuild McLean County may change these policies, procedures and benefits from time to time and reserves the right to do so in the future. This manual is not intended to be a contract and should not be construed as a contract between any employee and Youthbuild McLean County. You, as an employee, acknowledge by your continued employment with Youthbuild McLean County that such employment and compensation are for no definite period of time, and may be terminated with or without cause, and with or without notice, at any time by Youthbuild McLean County or by the employee. Further, this manual is not intended as a promise or agreement that any particular policy or benefit will remain in effect as described herein or in any other form, and it should not be interpreted as such. These policies will be applied to particular situations as Youthbuild McLean County deems necessary and appropriate.

YouthBuild's Purpose

YouthBuild is a comprehensive youth and community development program intending to serve the low income community and its residents. With a Board of Directors consisting of residents of the community, and business and civic leaders, it simultaneously addressed several core issues facing low-income communities: educational – GED, high school diploma, housing counseling, homebuyer and financial education (including credit repair), housing: (planning, developing and building low-income housing and community development projects), jobs and employment, and leadership development. It further uniquely addresses the status of unemployed young men and women who have dropped out of school and have no apparent path to a productive future. It allows them to simultaneously serve their communities and build their own future.

YouthBuild's Mission

It is YouthBuild's mission to offer young people a once in a lifetime opportunity to build their futures and their communities through: education, leadership development, job training, and the rehabilitation and production of affordable housing, while keeping a profound respect for, and a commitment to real partnership with youth.

YouthBuild's Creed

I am YouthBuild. I proudly accept the challenge YouthBuild offers me to transform my life through education, leadership development, construction of affordable housing, and service to my community. I gladly receive the opportunity to develop my independence, work history, and personal integrity. I make this pledge now to myself and to the world. I am YouthBuild. I Do Make the Difference

YouthBuild's Structure

YouthBuild McLean County is made up of five highly integrated programs: YouthBuild AmeriCorps, YouthBuild Schools, YouthBuild Alumni, Affordable Housing and The YouthBuild Training Center.

The following manual is an in-depth look at the regulations and procedures of YouthBuild McLean County. It is designed to explain what is expected of the staff and what they can expect from YouthBuild. The personnel policies as contained in this manual constitute enforceable employee guidelines only, and are not to be construed as a contract between you and YouthBuild McLean County. YouthBuild reserves the right to amend these policies at any time, and if material changes are made, you will be notified accordingly.

If you have any questions, which are not answered within this guide, please feel free to discuss them with your supervisor.

Once again, Welcome to the YouthBuild team.

Executive Director &

Board of Directors

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I. ABOUT YOUTHBUILD

What is YouthBuild?

YouthBuild is a comprehensive youth and community development organization. YouthBuild simultaneously addresses core issues facing low-income, at-risk young people and our community. Education, affordable housing, job training, career preparation and leadership development are our main components.

Because it is comprehensive in its approach, the YouthBuild organization is a number of things at once:

- It is a **job-training and career preparedness organization** in which young people receive on-site training in construction and construction related service from qualified instructors. They explore career pathways and develop a plan on how to achieve their career goals.
- It is an **education organization, a high school,** in which participants pursue academic goals, which may include vocational and remedial education, study toward a general equivalency or high school diploma, and preparation for higher education.
- It is a **leadership development organization** the young people share in the governance of their own organization, participate actively in community affairs, and learn the values of being a leader.
- It is a **youth development organization** in which young people participate in personal counseling, peer support groups, and life-planning processes that assist them in healing from past hurts, overcoming negative habits and attitudes, and pursing achievable goals that will establish a productive life, sustaining themselves and their immediate families.
- It is a **community development organization** in which community issues are addressed. Particularly the need for affordable housing.
- It is a **life long organization** in which young people can take active part in organization and then transition into the role of alumni. Specialized services are always available.
- It is **a youth development lab and training center** in which the concepts and strategies that have learned are shared across the country and world to help other entities.

It is not accurate to define YouthBuild as any of its particular parts. It must be understood as a comprehensive whole. It fits in many places, and overlaps with everything else related to tackling poverty, education, providing affordable housing and engaging low-income young people as productive members and potential leaders in a democratic society.

II. BASIC PRINCIPLES

Nondiscrimination

There shall be no discrimination against employees or applicants, for employment or participation on account of, race, color, religion, sex, national origin, ancestry, citizenship status, age, marital status, arrest record (except as otherwise indicated by law), physical and mental disability, military status, sexual orientation and unfavorable discharge from military service.

Confidentiality

All employees shall be committed to the ethics of confidentiality. Matters concerning the organization, students, or other employees shall not be shared beyond the confines of professional discussion.

Politics

Political campaigning is not an authorized activity of YouthBuild McLean County.

Fair Labor Standards

YouthBuild McLean County shall manage its employees consistent with the provisions of the Fair Labor Standards Act as applicable to employees of a not-for-profit agency.

At Will Employment

All employment at YouthBuild McLean County is At Will.

III. SEXUAL HARASSMENT POLICY

Purpose

The purpose of this policy is to establish consistent and appropriate guidelines regarding the right of YouthBuild employees to work in an environment free from sexual harassment, and regarding their responsibilities to help maintain such an environment.

Scope

This policy applies to all persons employed by YouthBuild and to all YouthBuild clients.

Policy

For the purposes of the policy, the term *sexual harassment* means unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal, or physical acts of a sexual or sex based nature.

Whether certain behavior constitutes sexual harassment prohibited under this policy may depend upon the facts and circumstances of each particular situation. By way of example and not limitation, the following conduct or communications may constitute sexual harassment under certain circumstances:

- persistent or repeated unwelcome flirting, pressure for dates, sexual comments or touching;
- sexual suggestive jokes, gestures or sounds directed toward another or sexually oriented or degrading comments about another;
- open display of sexually oriented pictures, posters, or other material offensive to others.

Sexual harassment can occur between men and women, or between members of the same gender.

Sexual harassment is prohibited by state and federal law, and has no place in the YouthBuild work environment. Therefore, YouthBuild employees shall not engage in conduct which constitutes sexual harassment.

It is also unlawful to retaliate in any way against anyone who has complained about sexual harassment or discrimination, whether the concern relates to harassment of or discrimination against another individual. YouthBuild employees shall not retaliate against persons who complain of sexual harassment or discrimination.

Complaint Procedure

Any employee who believes that he/she has been the subject of sexual harassment or any employee who believes that he/she has observed sexual harassment occurring should report the incident to their supervisor as soon as possible. If for any reason an employee finds it difficult to report his or her concern to a manager or supervisor, the employee can report it directly to the Executive Director or the Compliance Manger. Management is required to deliver a copy of the complaint to the Secretary of the Board of Directors. The Compliance Manager is responsible for investigating the incident and preparing a written report of the investigation and how the complaint was handled. Compliance Manager shall discuss all phases of the investigation and disposition with the Executive Director.

Discipline/Sanctions

Any employee found to have engaged in behavior that constitutes sexual harassment will be subject to discipline, up to and including dismissal.

IV. COMPENSATION

Compensation

All YouthBuild salaries shall be determined with comparisons to other not-for-profits in the area, and guided by YouthBuild U.S.A. recommendations, contingent upon the annual budget and funds received to operate the organization.

Performance Evaluations

All employees shall receive from their immediate supervisor not less than once per year a performance evaluation. The evaluation is designed as an opportunity whereby dialog can occur between the supervisor and the employee as it relates to evaluating and apprising the employee of his/her performance. The employee shall review all performance evaluations. The employee shall be given the opportunity to respond on the evaluation form and to sign the form. The students will be asked for their input on all staff evaluations as is reasonable.

Pay Periods

Paychecks shall be distributed bi-weekly unless employee fails to turn in time card in as directed below.

Time Cards

All employees shall be required to complete time cards, which state the hours that they worked. Employees should note time off for lunches. Employees are bonded to record their time accurately and honestly. Supervisors shall be required to approve the time card. Employees are required to turn in time cards to their supervisors by the Monday, following the end of the pay period, no later than 10 AM. If the time card is not received by Monday at 10 AM, there may be a 7 day delay in issuing the employee his or her paycheck.

Leave Payments

No terminal leave or severance payments shall be made except for authorized unused vacation leave, except by authorization of the Executive Director and only in exceptional circumstances.

V. PERSONNEL ACTION

Authority to Effect Personnel Action

Authority to initiate employment, promotions, transfers, suspensions, demotions, and separations of all personnel shall be vested in the Executive Director.

Hiring Policies

Appointment and promotions to full or part time positions shall be based upon applicants or employees abilities. **All employees are at-will employees.**

All potential employees will be required to fill out a job application, submit resume and/or other appropriate documentation. The Department Supervisor will review the documents. Applicants will be asked in for an initial interview upon the discretion of the Supervisor. All references, verification of eligibility for employment in the United States,, criminal background, drug screen and driver's license will be checked before employment will be offered. A pre-employment exam may be required before the applicant will be offered any job. Drug tests may be given at any time during the applicant's employ at YouthBuild.

In compliance with the Immigration Reform and Control Act pf 1986, P.L. 99-603, all applicants shall verify that they are authorized to work in the United States. Employment shall be verified through examination of such documents as a U.S. passport, birth certificate, social security card, driver's license or an alien identification document. Verification applies to all applicants or hires. In addition hired employees must attest in writing that they are authorized to work in the U.S. All forms and written verification shall be kept on file as required by law.

Hiring decisions will be the responsibility of the Executive Director; job offers can only be made after the Executive Director has (1) made sure the applicant passed the pre-employment drug test, (2) approved the proposed salary, classification, and benefits, (3) reviewed the applicant's qualifications against minimum job requirements, (4) insured conformity to all applicable policies and procedures.

Rejection of an applicant may be based on, but not limited to the following:

- Applicant is found lacking in the qualifications listed in the job description
- Applicant is physically unfit to perform the duties of the position
- Applicant tests positive for an illegal substance or alcohol.
- Applicant has a history of unsatisfactory employment

- Applicant has a history of crimes involving drugs, dishonesty, sex crimes involving minors and all felonies
- Applicant has a driving record which could affect insurability under auto coverage or liability coverage
- Applicant has used or attempted to use political pressure or bribery to secure an advantage in examination or appointment
- Applicant has practiced or attempted to practice fraud or deception in applicant's application or examination
- Applicant has otherwise violated provisions of these personnel policies and procedures

Changes of Status

Vacated or newly established positions shall be filled to the fullest extent by the promotion of qualified employees based solely on the basis of qualification and merit, without regard to race, color, religion, sex, age, or national origin, marital status, political status, handicap, disability, or sexual orientation.

Employment is *at will* employment, which means that the employee or employer has the right to terminate employment at their discretion at any time. An employee who wishes to terminate his or her employment is asked to submit a written resignation at least two weeks in advance, setting forth his/her reasons for resigning.

If it is necessary to reduce personnel, the selection of employees to be retained shall be based primarily on their relative efficiency and the necessity of the job entailed. Other things being equal, the length of service shall be given consideration.

Dismissals, suspension, demotion and reduction in force may be appealed in writing within five working days to the Executive Director. The employee shall state in his or her request for appeal the grounds for appeal, any defense to the charges, and the remedial action he or she is seeking.

Final compensation shall be issued the next regular pay date and sent to employee via US Mail at employee's address currently on file or by direct deposit if elected.

VI. WORKING HOURS

Regular Work Week

For all full-time personnel, the regular workweek shall consist of forty hours. All employees must account for a minimum of 40 hours weekly.

Overtime

Overtime work shall be avoided as possible but may be required in the interest of effective operation. Overtime is calculated as hours worked above 40 hours in a work week period. Exempt employees shall be granted compensatory time equivalent to the amount of overtime worked for the week. Employees must use vacation hours before using compensatory time. All time off must be approved by employee's immediate supervisor. Upon employee separation, no payments will be made for unused compensatory time.

VII. SECOND JOBS

Employees may hold second jobs as long as the second job does not interfere with the employee's ability to complete the tasks of their job at YouthBuild.

VIII. ABSENCES FROM WORK

Requests

Requests for time off shall be made at least 24 hours in advance and submitted to the supervisor in writing on the established form. All requests must be authorized and may not interfere excessively with the normal operations of the organization.

Employees who are ill are expected to give as much notice as reasonably possible of the absence. If possible they should inform their supervisor the day before they will be absent or the night before. If not possible, they

should call in no later than 7:00 A.M. on the day of the absence. Absences for illness or which are not approved 24 hours in advance in excess of three days require a doctor's permission and release to return to work.

Unauthorized Absences

If an employee is absent without proper authorization, vacation leave shall be adjusted on his or her paycheck and a written warning shall be issued. Upon the second unauthorized absence the employee may be dismissed.

Tardiness

All employees are expected to be on time. Excessive tardiness may result in dismissal.

Annual Holidays

The following holidays with pay shall be observed:

New Year's Day
Memorial Day
4th of July
Labor Day
Thanksgiving
Day after Thanksgiving
Day before Christmas
Christmas day
Day Before New Years

When the holiday falls on Saturday or Sunday it will be observed the previous Friday, or following Monday depending on general observances.

Vacation Leave

Vacation leave with pay shall be granted to all regular full-time employees, at the rate of 80 hours per year to be accrued bi-weekly. An additional 40 hours of vacation per year will be granted to an employee in each year following seven complete years of service. No employee can accumulate more than a total of 30 days of vacation time. Maximums will be affected upon notice of employment status change.

Sick Leave

Regular full-time employees shall accumulate paid sick leave at the rate of 80 hours per year to be accrued bi-weekly. A doctor's certificate may be required for any one period of illness exceeding three working days. Maximum accumulation of sick time is 240 hours.

Family Medical Leave

If a member of an employee or his/her immediate family (husband, wife, child, or mother or father) is ill he or she may chose to use accumulated sick leave to care for them. Verification of the illness may be required.

Other Leave

The Executive Director may grant leave without pay, not to exceed a six week consecutive period, when he/she deems it reasonable. Any unpaid leave will not allow for the accumulation of any benefits. The employee may elect to pay his or her own health insurance coverage during this time

An employee who leaves his/her position to enter military services during time of war or any period of national emergency as declared by the President in connection with national defense or being by reason of being drafted, shall be carried on the roles in a military leave status. Upon his/her honorable discharge from the military service he/she shall be entitled to be restored to his/her same position or to a new position equally acceptable for which he/she is qualified, provided he/she applies for re-employment within 90 days of discharge.

An employee when legally served with a summons for jury duty shall immediately inform their Supervisor. The employee shall be allowed time away from work with pay at regular rate for such purposes. All reimbursement received shall be turned over to YouthBuild to be credited against regular salary. The employee may retain payment by the court to the employee for travel expenses at the prevailing rate.

All full-time employees are entitled to funeral leave for three calendar days following the date of the death of the employee's mother, father, mother-in-law, father-in-law, husband, wife, sister, brother, child, grandchild or grandparent (both sides). A maximum of 8 hours shall be allowed for other friends or relatives. The benefit may be extended under extraordinary circumstances with the approval of the employee's Supervisor and the Executive Director.

Employees who cannot report to work due to weather conditions shall be granted leave for such time as the weather conditions persist. At the employee's option the leave can be charged against accumulated paid time off.

IX. HEALTH AND SAFETY

Worker's Compensation

All employees are covered by worker's compensation insurance. When an employee is injured on the job, it is the employee's duty to report the circumstances of the injury to his/her supervisor as soon as possible and fill out an accident report. The supervisor must turn the report in to their Supervisor within 24 hours. A worker's compensation report will be filled out within 48 hours.

Health Insurance

All full time regular employees are eligible for health insurance under the group plan. Participation in the group plan is not a requirement and shall be at the election of the employee. YouthBuild reserves the right to adjust coverage to assure the financial security of the organization. Employees hired prior to 8-1-2011 will follow the coverage outlines in their personnel manual at their employment date. Employees hired on or after 8-1-2011 will be offered single coverage beginning the first day of the month following employment, and will pay a percentage of the premium as follows:

	Employee Contribution	Employer Contribution
During the 1st Year of Service	30% of premium	70% of premium
During the 2nd Year of Service	20% of premium	80% of premium
During the 3rd Year of Service	10% of premium	90% of premium
During the 4th and subsequent years	no contribution	100% of premium

Employees who desire dependent coverage may chose to participate, based upon the following premium co-payment. Year 1: company pays (0%) zero dependent premium, Year 2: company pays 20% of dependant premium, Year 3: company pays 40% of dependent premium; Year 4: company pays 50% of dependent premium. The maximum amount that the company will pay is 50% of dependent premium. YouthBuild reserves the right to change the premium costs to the employee to ensure the financial security of the organization.

Safety Policy

YouthBuild McLean County is committed to providing a safe, clean and healthy environment for its employees and students. All employees are charged with using common sense in completing any task. When in doubt, go the extra mile to be safe. If you are unsure what to do, ask your Supervisor.

We are charged with the safety of our students also. It is imperative that we set a good example and teach them proper safety measures. It is also imperative that the staff charges the students with acting in a safe and responsible manner. In our jobs **SAFETY MUST COME FIRST**!!

All employees are responsible for compliance with safety procedures, standards, and rules outlined in this manual or other applicable directives that are established to prevent injury to themselves, other persons or damage to equipment or property.

Employees are also responsible for reporting to their supervisor or authorized person, within an 8 hours, any staff or student incident, and/or any hazardous conditions or procedures that affect them, their fellow workers, or the general public. Serious accidents with injury must be reported immediately per the crisis management plan. Minor injuries should be reported on the appropriate form within 24 hours.

The following are general guidelines and safety measures and are not intended to be an exhaustive list:

- Avoid horseplay and practical jokes on the job.
- Drinking alcohol or the use of illegal drugs is strictly prohibited and will result in disciplinary action.
- Keep yourself in good physical condition to work.
- Do not jump from an elevated place.
- Always inspect tools and equipment before use. Report defects to your supervisor immediately. Do not use tools or equipment that are defective.
- Remove, cut off, or hammer down protruding nails, staples, steel straps, or splinters from work area.
- Work clear of suspended loads.
- Obey warning tags and signs.
- Only operate tools or machinery that you have been trained and authorized to operate.
- Remove jewelry such as rings, bracelets etc when involved in work such as climbing, materials handling, or operating mechanical equipment.
- Never reach over moving machinery parts.
- Never operate machinery or equipment with guards removed.
- Report to work in clothing appropriate for the type of work you perform. This includes footwear.
- Wear protective equipment as required.
- Always turn off all types of equipment before making repairs.
- Try not to work alone. If you must, tell someone where you will be and how long you will be there.
- Keep work areas clean, neat and orderly.
- All exits, stairways, aisles and access ways are to be kept free from obstructions at all times.
- All grease and water spills are to be cleaned at once.
- When piling materials for storage, make sure the base is firm and level; Do not stack objects too high.
- Do not let soft drink cans or soiled clothing accumulate.
- Lay out extension cords and hosing in a manner to minimize tripping.
- Adequate lighting in obscured areas should be obtained and power outages should be reported immediately.
- Fire inspections and prevention measures should be maintained.
- All chemicals, solvents and fuels will be clearly marked and stored only in proper containers.
- The fueling of any type of motorized equipment is not to be done while the engine is running.
- Dark places should not be entered without proper light.
- All staff will be trained to use a fire extinguisher and fire safety equipment.
- No smoking policies will be enforced. There is no smoking in any area where there is a hazardous or flammable substance.
- Size up an object before lifting. If it is too heavy...Do Not Lift It! When lifting any object lift with your knees and not with your back. When lowering the object bend your knees, keeping your back as straight as possible.
- All students will be instructed in safety and first-aid.
- All staff is required to participate in safety and first-aid courses when offered by YouthBuild.

X. PERSONNEL RECORDS

A personnel record shall be maintained for every employee and shall contain complete information pertinent to employment. An employee has the right to inspect his/her personnel record, with the appropriate personnel

present. Requests must be placed in writing on the appropriate form and be honored within 7 days. An employee may request that information be placed within his/her personnel file.

XI. PERSONAL GAIN

The use of YouthBuild property for personal gain is prohibited.

XII. STUDENTS

No employee of YouthBuild shall use student/member services for personal gain. Reasonable transactions at fair market value are not considered personal gain to the employee. No student/member may volunteer their services to any employee of YouthBuild.

XIII. CONFLICT OF INTEREST AND ETHICS POLICY STATEMENT

All personnel are required to adhere to the tenants of the following statement. A copy is to be placed in all employee personnel files.

YouthBuild McLean County
Conflict of Interest and Ethics Policy

The standard of behavior at the YouthBuild McLean County Organization is that all staff, volunteers, and board members scrupulously avoid conflicts of interest between the interests of the YouthBuild Organization on one hand, and personal, professional, and business interests on the other. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

It is to be understood that the purposes of this policy are to protect the integrity of the YouthBuild Organization's decision-making process, to enable our constituencies to have confidence in our integrity, and to protect the integrity and reputations of volunteers, staff and board members. Upon or before election, hiring or appointment, employees must make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and I will update it as appropriate.

In the course of meetings or activities, employees must disclose any interests in a transaction or decision where employee (includes business or other nonprofit affiliations), family and/or significant other, employer, or close associates will receive a benefit or gain as appropriate to the situation. After disclosure, it is understood understand that the object in question will be discussed and signed off on by employee, Executive Director and Board as appropriate.

This policy is not meant to supplement good judgment, and should be respected in spirit as well as in wording.

XIV. REPORTING OF UNETHICAL/ILLEGAL CONDUCT AND NON-RETALIATION POLICY

The Conflict of Interest and Ethics Policy requires directors, officers and employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of YouthBuild, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

YouthBuild will investigate any possible fraudulent or dishonest use or misuse of Organization resources or property by management, staff, volunteers, or participants. Anyone found to have engaged in a fraudulent or dishonest conduct is subject to disciplinary action by YouthBuild up to and including termination. Additionally YouthBuild may pursue civil or criminal prosecution when warranted.

YouthBuild encourages the reporting of possible fraudulent or dishonest conduct (i.e., a whistleblower). An employee should report his or her concerns in writing to a supervisor or manager. If for any reason an employee finds it difficult to report his or her concern to a manager or supervisor, the employee can report it directly to the Executive Director or the Human Resources Director. A copy of the complaint will be delivered to the Secretary of the Board of Directors.

Under this policy (sometimes referred to as a "whistleblower policy"), those who report illegal or improper activity will be protected; the individual making the report will not be discharged, threatened, harassed, or discriminated

against for reporting in good faith what they perceive to be wrongdoing, violations of law, or unethical conduct. Efforts will be made to treat a report of unethical or illegal conduct as confidential, consistent with the need to investigate and prevent or correct the action.

XV. TECHNOLOGY POLICIES

Computer Network and Internet Usage Policy

This Policy applies all YouthBuild Mclean County employees and clients with access to our network and the Internet. In order for YBMC to continue to make this access available, each individual granted access must behave appropriately and lawfully. Upon acceptance of your account information, you agree to follow the terms of this policy.

If you violate this policy, your access may be denied or withdrawn and you may be subject to disciplinary action, up to and including termination.

1. **Personal Responsibility**
   By accepting your account password you agree to adhere to this policy. You also agree to report any misuse to the Information Manager.

2. **Term of Permitted Use**
   Network and Internet access extends throughout your term of employment or status as a YouthBuild Client provided there are no policy violations. Note: Your access may be suspended at any time for technical reasons, policy violations or other concerns.

3. **Purpose and Use**
   YouthBuild McLean County offers access to its network and Internet system for business and educational use only and may grant permission for personal use on employee's time or at management's discretion. If you are unsure whether an activity constitutes appropriate usage, please consult a member of the management team.

   Employees Have No Reasonable Expectation of Privacy
   E-mail messages created and transmitted or websites accessed on YouthBuild McLean County computers are the property of the YouthBuild McLean County. YouthBuild McLean County reserves the right to monitor all email transmitted via YouthBuild McLean County's computers or computer system. Employees have no reasonable expectation of privacy when it comes to business and personal use of the YouthBuild McLean County's email system.
   YouthBuild McLean County reserves the right to Monitor, Inspect, Copy, Review, and Store at any time and without notice any and all usage of email, and any and all files, information, software, and other content created, sent, received, downloaded, uploaded, accessed, or stored in connection with employee usage. YouthBuild McLean County reserves the right to disclose email text and images to regulators, the courts, law enforcement, and other third parties without the employee's consent.

   Offensive Content and Harassing or Discriminatory Activities Are Banned. Employees are prohibited from using email to engage in activities or transmit content that is harassing, discriminatory, menacing, threatening, obscene, defamatory, or in any way objectionable or offensive.

4. **Netiquette Rules**
   All users must adhere to the rules of Network Etiquette. You must be polite and use the network and Internet appropriately and legally. YouthBuild McLean County reserves the right to determine which materials, files, information, software, communications and other activity are permitted or prohibited as outlined below

   Banned Activity:
   The following activities violate YouthBuild McLean County's Computer Network and Internet Usage Policy.

(A) Using, transmitting, receiving, or seeking inappropriate, offensive, vulgar, suggestive, obscene, abusive, harassing, belligerent, threatening, defamatory or misleading language or materials.

(B) Revealing personal information, such as home address, telephone number, or Social Security number of another person or yourself without permission.

(C) Making ethnic, sexual-preference or gender related slurs or jokes.

(D) Causing harm or damaging others' property. Examples:

1. Downloading or transmitting copyrighted materials without permission from the copyright holder.
2. Uploading a virus, harmful component, or corrupted data.
3. Vandalizing the Network
4. Installation of any software.

(E) Jeopardizing the security of access by disclosing or sharing passwords and/or impersonating others.

(F) Accessing or attempting to access controversial or offensive material. Internet access may expose employees and students to illegal, defamatory, inaccurate, or offensive material. You must avoid these sites and report any known incidents of an employee or student who attempts access to these sites.

(G) Engaging in commercial activity. Employees and students are prohibited from buying or selling anything for personal use over the internet.

(H) Wasting YouthBuild's computer resources. Specifically, do not knowingly waste printer ink or toner or paper. Do not send electronic chain letters.

(I) Encouraging other associates or students to view, download, or search for materials, files, information, software, or other offensive, defamatory, misleading, infringing, or illegal content may result in disciplinary action and/or criminal prosecution.

YouthBuild McLean County Email Policy

YouthBuild McLean County provides employees with electronic communications tools, including an Email System. This written Email Policy, which governs employees' use of the YouthBuild McLean County's email system, applies to email use at YouthBuild McLean County's as well as at remote locations, including but not limited to employees' homes, airports, and hotels. The YouthBuild McLean County's email rules and policies apply to full-time employees, part-time employees, independent contractors, interns, consultants, suppliers, clients, and other third parties. Any employee who violates YouthBuild McLean County's email rules and policies is subject to disciplinary action, up to and including termination.

Email Exists for Business Purposes

The YouthBuild McLean County allows email access primarily for business purposes. Employees may use the YouthBuild McLean County's email system for personal use only in accordance with this policy.

Authorized Personal Use of Email

Employees' personal use of email is limited to lunch breaks and work breaks only and may not use email during otherwise productive business hours. Employees are prohibited from using email to operate a business, conduct an external job search, solicit money for personal gain, campaign for political causes or candidates, or promote or solicit funds for a religious or other personal cause, or for any illegal activity. YouthBuild McLean County reserves the right to Monitor, Inspect, Copy, Review, and Store at any time and without notice any and all usage of email, and any and all files, information, software, and other content created, sent, received, downloaded, uploaded, accessed, or stored in connection with employee usage. YouthBuild McLean County reserves the right to disclose email text and images to regulators, the courts, law enforcement, and other third parties without the employee's consent.

Employees are prohibited from using email to:

- Send, receive, solicit, print, copy, or reply to text or images that disparage others based on their race, religion, color, sex, sexual orientation, national origin, veteran status, disability, ancestry, or age.
- Send, receive, solicit, print, copy, or reply to jokes (text or images) based on sex, sexual orientation, race, age, religion, national origin, veteran status, ancestry, or disability.
- Send, receive, solicit, print, copy, or reply to messages that are disparaging or defamatory.
- Spread gossip, rumors, and innuendos about employees, clients, suppliers, or other outside parties.
- Reply to unknown third party emails without supervisor's approval.

Social Networking:

While social networking sites are a great way to keep in touch with and in tune with our students. With everyone being wired and online it is important to keep some things in mind when using these sites.

- Conversations with students should be kept professional at all times. We are role models for our students and need to make sure that the language used on these sites model positive behavior.
- If students have issues that need to be dealt with staff should be proactive in resolving the situation.
- Behavior that is not appropriate for school-work should not be discussed on these sites.
- Remember that posts are not just between the staff member and student. Other people can see posts and follow conversations.
- Nothing negative about YouthBuild, its staff members, or its students should be discussed on these sites.

Codes and Passwords

Employees will be issued passwords and codes as needed for their job function. It is each employee's responsibility to keep all codes and passwords confidential. Under no circumstances is an employee authorized to create or change a password without approval from the Information Manager or Executive Director. If a code or password should be disclosed, it is the employee's responsibility to inform the Information Manager and have the code or password changed. This paragraph supplements the complete policy governing codes and passwords which is part of the Internal Controls Policy of the Organization.

XVI. OTHER AREAS

Pay in Lieu of Leave

No cash payments to employees shall be made in lieu of unused vacation, sick, or compensatory time. When an employee is permanently separated from employment, cash payments of vacation will be made up to the amount an employee may accumulate per policy.

Required Events

All employees are encouraged and required to attend certain special events of YouthBuild that are essential to the mission of the organization. The events are as follows, but not limited to: YouthBuild Graduation, Trainings, and certain school or field trips as directed. Employees will be compensated for their time at these events.

Bad Weather

If weather conditions cause Unit 5 School District to close schools, YouthBuild McLean County offices and job sites will close, The shutdown will be announced on the YouthBuild website and on television and radio by 6:00 A.M. Employees must use their discretion if they cannot make it safely into work. If time is missed due to weather the employee may choose to take the time unpaid or use accumulated paid time off.

XVII. ACCEPTABLE BEHAVIOR

Acceptable Behavior

Common sense is the best guide to proper conduct. It is impractical to spell out everything that constitutes appropriate behavior. We expect model behavior from staff, as they are the role models for the youth. See Supplement: Guidelines For Profession Behavior. Some conduct, which is unacceptable, appears as follows and are cause for immediate termination:

- Excessive absences
- Absences without authorization
- Excessive tardiness
- Use of illegal substances
- Willfully disregarding or violating grant guidelines
- Coming to work under the influence of alcohol or an illegal substance
- Improper or indecent dress as defined by the YouthBuild dress code.
- Fighting or inappropriately addressing a fellow employee or student
- Misuse of YouthBuild property, including those items deemed banned in the Technology Policies
- Theft
- Dishonesty that leads to the harm of YouthBuild students, staff, volunteers, or the organization
- Failure to disclose information which may be relevant to the successful operation and mission of the Organization
- Insubordination
- Malicious Gossip
- Sleeping on the job
- Falsification of records
- Sexual Harassment
- Unprofessional or unauthorized communications regarding your job or employer, coworkers or students.
- The sharing or purchase of alcohol, illegal substances, cigarettes, or prescription medication for participants or graduates is strictly prohibited whether at the YouthBuild site or another location.
- The drinking of alcohol in the presence of or with any participant or graduate from YouthBuild McLean County or any other YouthBuild organization is strictly prohibited.

XVIII. BOUNDARY POLICY

When discussing interaction between people, a "boundary" may be defined as the limits of a set of expected behaviors that define a person's role and determine how he/she may relate to others while in that role. In the case of YouthBuild, two roles exist: that of staff and that of student (including sub-contractor and second year AmeriCorps members) and /graduate/self-help family members. Every staff is responsible for acting in the best interest of the population that we serve and therefore if a staff knows of a breach of this policy they are bound to report it to their supervisor or another management staff if their supervisor is at fault.

The Staff Role

Staff are expected to limit themselves to a professional relationship with students, graduates and family members. That means that staff are to always relate to students, graduates and family members according to their role in the program, and not in an unofficial capacity. Staff should always have the best interest of the student/graduate/family member in mind, and should be working toward the student/graduate's self-sufficiency or home building goal. Some guidelines for successful staff-student, staff-graduate, staff-family member relationships include (but are not limited to) the following:

- Staff may not give or buy any student, graduate or family member tobacco, alcohol, or other unapproved substance.
- Staff may not receive any tobacco, alcohol, or other unapproved substance from a student, graduate or family member.
- Staff may not sell any item (i.e. car, furniture, appliances, etc.) to a student, graduate or family member.
- Staff may not purchase any item (i.e. car, furniture, appliances, DVDs, etc.) from a student, graduate or family member.
- Staff may not date or have intimate relations with any student, graduate or family member
- Staff are to keep the door open when meeting alone with a student, graduate or family member by a measure of at least 3 inches.
- Staff may not loan money to a student, graduate or family member.
- Staff may not allow a student, graduate or family member to live in their home.
- Staff may not give personal recommendations for students, graduates or family members without YB consent.

The Student/Graduate Role

Students, graduates and family members are expected to limit themselves to a professional relationship with staff. That means that students, graduates and family members are to always relate to staff according to their role in the program, and not in an unofficial capacity. Students, graduates, and family members should always be working toward self-sufficiency. Students, graduates and family members often challenge and test boundaries, and attempt to get staff to relate to them as "friends." Students, graduates and family members should understand that staff must maintain their professional boundaries in order to best serve the students and graduates, and thus "friendships" must be limited to a professional context.

Employees are expected to conduct themselves in a professional manner at all times.

XIX. DISCIPLINARY ACTION

When disciplinary action becomes necessary the following actions may be taken:

- Oral warning: to be noted in file;
- Written warning: to be documented in file;
- Suspension: for up to 15 calendar days;
- Demotion; and/or
- Dismissal.

The Executive Director or Supervisor may take any of the above action at any time. Depending of the severity of the infraction dismissal may be the immediate action taken. The employee has the right to appeal any disciplinary action to the Executive Director.

See Paragraph XIV, ACCEPTABLE BEHAVIOR, for a list of offenses deemed serious enough that they are cause for immediate dismissal.

XX. SMOKING POLICY

In the interest of the health and safety of all employees, smoking will be allowed in designated areas only. Smoking will not be allowed in the classroom, offices, or in the homes being constructed or renovated. Legal smoking, laws and ordinances will be followed by the Organization.

XXI. TRAVEL POLICY

Necessary Travel

At times it may be necessary for staff, youth or board members to travel for conferences or field trips etc. The employee's supervisor must approve all travel. YouthBuild shall pay all transportation costs for the trip. A designated staff person shall make any necessary travel arrangements.

Expense Reimbursement

In all cases receipts must be obtained for all expenditures and airline stubs turned in. No reimbursement will be made without a receipt with the exception of meals which have a per diem rate.The employee is to fill out an expense report for each trip and it must be turned in to their Supervisor within 5 working days after the conference.

Staff shall receive a per diem amount of $40 per day for meals. Receipts do NOT have to be turned in for food. If any meals are provided by the seminar the employee will not be given an allowance for the meal provided. Under special or extraordinary circumstances the Executive Director may make an exception to this policy. No YouthBuild money may be used for the purchase of alcohol.

Airline ticket stubs must be returned with the receipts and included with the appropriate expense voucher. Paying for checked airline bags is NOT an allowable expense.

If travel is paid through the USDA Self-Help Program, expenses charged to the grant for travel or per diem will not exceed the rates paid Rural Development employees for similar expenses.Supervisors may authorize advances for travel. Any amounts not authorized or not spent are to be returned at the end of the trip along with all receipts. If the advance is stolen or lost while in the employee's possession the loss is that of the employee.

The employee is to brief the rest of the staff about the trip at the next staff meeting following the trip.

Class field trips, extended trips and events have dedicated budgets outside of this reimbursement policy. The budget for the event supersedes the above policy for employee reimbursement.

Work Hours During Travel

Hours of work shall be the time traveled to the conference or field trip. The time spent at the conference shall be noted as normal work time on the time card. No daily overtime, other than travel time may be counted at a conference or field trip without the approval of the Supervisor.

XXII. YOUTHBUILD VEHICLES

Vehicle Use

YouthBuild owned vehicles are to be used expressly for the purpose of YouthBuild business. Only licensed staff or licensed authorized students are allowed to drive YouthBuild owned vehicles. There is no smoking in any vehicle. Seat belts are required to be worn by all staff members, and students or passengers sitting in the driver or passenger seats of the vehicle. The driver is responsible for the safety of the passengers and must require that all front seat passengers wear their seat belt. Any infant or child must be in a car seat or wear a seat belt as per the law, no matter where he/she is sitting. Drivers of YouthBuild vehicles are prohibited from talking on a cell phone or texting while driving.

Use of Own Vehicles

An employee who drives his own vehicle for YouthBuild business must carry insurance. YouthBuild does not provide insurance on employee vehicles. If injured in an auto accident while on work business the employee will be covered under worker's compensation, however is not covered under any auto policy. Employees should carry liability insurance on their vehicle.

The use of an employee owned vehicle for business purposes is discouraged. Employees should and are encouraged to take the YouthBuild vehicles. If the employee has the option of using a YouthBuild vehicle, he/she

will not be reimbursed for mileage incurred by taking a personal vehicle. The Supervisor must authorize any use of a personal vehicle.

XXIII. ADMINISTRATION

The Executive Director shall have the primary responsibility of enforcement of the provisions and purposes of this personnel policy.

XXIV. AMENDMENTS

Amendment of the above provisions shall be by resolution of the Board of Directors.

New policies and new handbooks supercede all previously issued verbal or written policies.

EMPLOYEE ACKNOWLEDGEMENT

I have received and read a copy of Youthbuild McLean County employee manual. I have had an opportunity to ask questions regarding it, and all of my questions have been answered. I agree to abide by this and any subsequent manuals. I understand that the statements contained in the manual, as well as those in other personnel materials which may be issued from time to time, do not create a binding contract, and may be revised at any time as deemed appropriate by Youthbuild McLean County. Also, I understand that my employment and compensation are for no definite period of time, and may be terminated with or without cause, and with or without notice at any time by Youthbuild McLean County or me.

_____ _____

Date Employee's Signature

_____ _____

Date Witness's Signature

SUPPLEMENT: GUIDELINES FOR PROFESSIONAL BEHAVIOR

- Always present a clean, neat appearance, and dress to command respect. Avoid appearance or dress that instead elicits side-glances, stares, and whispers. If you want others to take you seriously, you must respect yourself first!
- Always speak to those with whom you are interacting in a positive even-toned, and respectful manner. Avoid shouting, threatening, swearing, excessive slang, and wandering eyes. Communication shuts down when others feel disrespected.
- Have a sense of humor, but don't overdo it. Avoid references to sex, race, religion, sexual orientation, physical and mental ability, or appearance. Avoid practical jokes and insults. Humor is essential to the working environment, but others' sense of safety and comfort should not be compromised.
- Keep discussions and interactions work-related. Avoid gossip and/or discussing alcohol, drugs, sex, and other topics that may be deemed distasteful. You may have personal interactions on breaks, but remember, someone is always listening. If you wouldn't say it to you mother or your boss, don't say it!
- BE ON TIME! Attendance and punctuality should be priorities, as often as they are primary factors in employee termination. If you are going to be absent or late, give your employer as much notice as possible. ALWAYS FOLLOW PROTOCOL!
- Always be honest. Or Avoid lying or making empty promises. If you give your word, be sure you follow-through. Also, respect others believes. Attempting to sway others to your beliefs or agenda is not honest.
- Respect others' roles on the job. Keeping clear boundaries is key in maintaining good professional relationships. Be aware of what you can and cannot do according to your company's guidelines, and steer clear of any involvement that may compromise your authority or integrity!
- Participate and speak up! If you have an idea, suggestion or question talk to your supervisor. But remember, don't just complain, have a solution in mind!
- Be a team player. Avoid making your own rules, putting down teammates, taking risks with others' safety, or disregarding instructions. Remember: United we stand, divided we fall. Together Everyone Achieves More!
- Be respectful of others and your environment. Put things back in their place, throw trash away, and recycle what you can. Avoid the "that's not my job" mentality. Take responsibility for yourself and your commmunity. If not you, who?
- Stay positive. Avoid gripe sessions with co-workers. Misery loves company, and it is easy to be pulled in to others' negativity. Always try to help your co-workers "re-frame," that is see the positive side of their complaints. And yes, there always is a positive side!
- Represent your company with pride and poise. What you say to other members of the professional community can directly impact how both you and your company are viewed. The image you portray of your company will ultimately reflect your values and beliefs to those with whom you interact. So stay positive; slinging mud only proves your willingness to wallow in the muck!
- Believe in yourself and what you do. If you don't like yourself, your company, or your job, you will find it next to impossible to remain professional. But if you find meaning in what you do, and allow yourself to be happy with who you are; there is nothing that you can't achieve.

EXHIBIT 9

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 3/21/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Mid America Insurance 216 E Grove St, Ste 2300 Bloomington IL 61701 License#: 19502006	**CONTACT NAME:** Ben Jeffreys **PHONE (A/C, No, Ext):** 3094543667 **FAX (A/C, No):** **E-MAIL ADDRESS:** bjeffreys@midamericainsurance.com
INSURED YBMC Dba Youthbuild McLean County 360 Wylie Drive Suite 305 Normal IL 61761-5500 YOUTBUI-01	**INSURER(S) AFFORDING COVERAGE** / **NAIC #** **INSURER A :** Philadelphia Indemnity Insurance Company / 18058 **INSURER B :** EMPLOYERS Preferred Insurance Company / 10346 **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 1047882609 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC ☐ OTHER:			PHPK2622668	11/1/2023	1/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	**AUTOMOBILE LIABILITY** X ANY AUTO ☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY			PHPK2622668	11/1/2023	1/1/2025	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X **UMBRELLA LIAB** ☒ OCCUR **EXCESS LIAB** ☐ CLAIMS-MADE ☐ DED ☒ RETENTION $ 10,000			PHUB888823	11/1/2023	1/1/2025	EACH OCCURRENCE AGGREGATE	$ 1,000,000 $ 1,000,000
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		EIG464476203	11/1/2023	11/1/2024	X PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 500,000 $ 500,000 $ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

YBMC
360 Wylie Dr
Normal IL 61761

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2016/03) **The ACORD name and logo are registered marks of ACORD**

EXHIBIT 10

Illinois State Board of Education

Non-Curricular Health and Safety Requirements Applicable to Charter Schools

September 1, 2023

The Illinois State Board of Education (ISBE) promulgated and posted this list as required by Public Act 99-0325. This document is available on the ISBE website at www.isbe.net.

Effective August 10, 2015, Public Act 99-0325 (the "Act") modified Section 27A-5(d) of the School Code [105 ILCS 5/27A-5(d)] in several ways.

First, the Act amended the statutory provision regarding application of health and safety requirements to charter schools as follows:

> A charter school shall comply with all non-curricular health and safety requirements applicable to public schools under the laws of the State of Illinois.

The Act defines "non-curricular health and safety requirement" as "any health and safety requirement created by statute or rule to provide, maintain, preserve, or safeguard safe or healthful conditions for students and school personnel or to eliminate, reduce, or prevent threats to the health and safety of students and school personnel." The Act explains that "'[n]on-curricular health and safety requirement' does not include any course of study or specialized instructional requirement for which the State Board has established goals and learning standards or which is designed primarily to impart knowledge and skills for students to master and apply as an outcome of their education."

Second, the Act requires ISBE to "promulgate and post on its internet website a list of non-curricular health and safety requirements that a charter school must meet" on or before September 1, 2015, and annually by September 1 thereafter.

Finally, the Act provides that "[a]ny charter contract between a charter school and its authorizer must contain a provision that requires the charter school to follow the list of all non-curricular health and safety requirements promulgated by the State Board and any non-curricular health and safety requirements added by the State Board to such list during the term of the charter."

The following list of requirements is the product of ISBE's engagement with interested stakeholders over the past several years. It may be modified regularly, as permitted by statute. When modifications occur, charter schools and charter school authorizers will be notified.

ISBE advises charter schools and charter school authorizers to evaluate their charter agreements to determine if amendments must be made to come into full compliance with Public Act 99-0325.

Further, please note that charter schools remain subject to all federal statutory and regulatory requirements applicable to public schools (e.g., the Occupational Safety and Health Act and its implementing regulations), as well as any section of the Illinois School Code and its implementing regulations made expressly applicable to charter schools by the Charter Schools Law (e.g., Article 14 of the School Code regarding special education and its implementing regulations).

Questions regarding this document or suggestions for modification should be submitted in writing electronically to charter@isbe.net or in hard copy to:

Illinois State Board of Education
Charter Schools
555 W. Monroe Street
Suite 900
Chicago, Illinois 60661

*Laws or rules that have been **amended** in some way, but were already cited in the September 1, 2022 Non-Curricular Health and Safety Requirements Notice.
Laws or rules that are **new since the September 1, 2022 Non-Curricular Health and Safety Requirements Notice.
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Non-Curricular Health and Safety Requirements Applicable to Charter Schools
Illinois State Board of Education
September 1, 2023

School Code Requirements	Citation
School building code; Health/Life Safety Code for Public Schools (for charter schools located outside the City of Chicago)	105 ILCS 5/2-3.12 23 Ill. Admin. Code 180.10 *et seq.*
School records; transferring students	105 ILCS 5/2-3.13a
Missing child program	105 ILCS 5/2-3.73
Requirements for the Use of Isolated Time Out and Physical Restraint	105 ILCS 5/2-3.130*; 10-20.33; 34-18.20* 23 Ill. Admin. Code 1.285
School wellness policies; task force	105 ILCS 5/2-3.139
Anaphylactic policy for school districts	105 ILCS 5/2-3.190
Youth suicide awareness and prevention	105 ILCS 5/2-3.166; 10-20.81*; 34-18.75*
Discrimination, harassment, and retaliation reporting; policy on discrimination, harassment, and retaliation; response procedures	Public Act 103-0472
School bus driver permits; Transportation; Training of School Bus Driver Instructors (for charter schools that provide busing)	105 ILCS 5/3-14.23 23 Ill. Admin. Code 1.510; 1.515
Tobacco prohibition	105 ILCS 5/10-20.5b; 34-18.11
Medications policy	105 ILCS 5/10-20.14b
Hazardous materials training	105 ILCS 5/10-20.17a
Psychotropic or psychostimulant medication; disciplinary action	105 ILCS 5/10-20.36*; 34-18.25*
Radon testing	105 ILCS 5/10-20.48; 34-18.39
Compliance with Chemical Safety Acts	105 ILCS 5/10-20.49; 34-18.40
Breastfeeding accommodations for pupils	105 ILCS 5/10-20.60; 34-18.53
Availability of menstrual hygiene products	105 ILCS 5/10-20.63; 34-18.56
Traffic injury prevention policy	105 ILCS 5/27-23.11
Booking stations on school grounds	105 ILCS 5/10-20.64; 34-18.57
Attacks on school personnel	105 ILCS 5/10-21.7
Student discipline notice	105 ILCS 5/34-18.73
Criminal history record checks and checks of the Statewide Sex Offender, the Statewide Murderer, and the Violent Offender Against Youth Databases	105 ILCS 5/10-21.9; 34-18.5
Electronic paging devices on school property	105 ILCS 5/10-21.10; 34-18.9
Infectious disease policies and rules	105 ILCS 5/10-21.11; 34-18.13
Orders of protection	105 ILCS 5/10-22.3c; 34-18.6a
Instruction for pregnant pupils; Home and Hospital Instruction	105 ILCS 5/10-22.6a (P.A. 102-466 amendments go into effect 7/1/25) 105 ILCS 5/10-20.78; 34-18.76 23 Ill. Admin. Code 1.520
Administering medication	105 ILCS 5/10-22.21b; 34-18.61
*In-service training programs; warning signs of mental illness, trauma, and suicidal behavior in youth; AIDS training; domestic and sexual violence and the needs of expectant and parenting youth; anaphylactic reactions and management; educator ethics; *physical trauma (eff. June 30, 2023); *homelessness training (eff. Aug. 20, 2024)	105 ILCS 5/10-22.39*; 34-18.7* (repealed eff. Jan. 1, 2024); 34-18.8* (repealed eff. Jan. 1, 2024); Public Act 103-0128 (trauma kits and training on physical trauma); Public Act 103-0041 (homelessness); Public Act 103-0542 (changes to in-service training programs) (eff. July 1, 2024)

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Non-Curricular Health and Safety Requirements Applicable to Charter Schools
Illinois State Board of Education
September 1, 2023

School Code Requirements (cont'd)	Citation
Physical Fitness and Professional Growth	105 ILCS 5/24-5
Children and Students Who Are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence (eff. July 1, 2025)	105 ILCS 5/Art. 26A
Firearms in schools; Reporting firearms in schools	105 ILCS 5/10-27.1A; 34-8.05
Reporting drug-related incidents in schools	105 ILCS 5/10-27.1B
Play Time in Elementary Schools	105 ILCS 5/27-6.3
Supervision—Personnel—Police control (for playgrounds, recreation grounds, and athletic fields)	105 ILCS 5/16-8
Insurance on athletes	105 ILCS 5/22-15
Sprinkler systems	105 ILCS 5/22-23 23 Ill. Admin. Code 180.250
Self-administration and self-carry of asthma medication and epinephrine auto-injectors; administration of undesignated epinephrine auto-injectors; administration of an opioid antagonist; asthma episode emergency response protocols	105 ILCS 5/10-22.21b; 22-30*; 34-18.61 23 Ill. Admin. Code 1.540
Student athletes; concussions and head injuries	105 ILCS 5/22-80 23 Ill. Admin. Code 1.530(b)
Parental notification of law enforcement detainment and questioning on school grounds	105 ILCS 5/22-88
Medical cannabis	105 ILCS 5/22-33
Maintenance of discipline; principals shall report incidents of intimidation	105 ILCS 5/24-24; 34-84a; 34-84a.1
Health examinations and immunizations; Health Services	105 ILCS 5/27-8.1 23 Ill. Admin. Code 1.530 Various provisions within Title 77 of the Illinois Administrative Code (Public Health), as applicable to schools and school districts
Bullying prevention	105 ILCS 5/27-23.7* 23 Ill. Admin Code 1.295
Transportation to and from specified interscholastic or school sponsored activities	105 ILCS 5/29-6.3
Remote and Blended Remote Learning	105 ILCS 5/10-30; 34-18.66
Policy on sexual harassment	105 ILCS 5/10-20.69; 34-18.62*
Policies addressing sexual abuse and grooming	105 ILCS 5/10-23.13
Employment history review	105 ILCS 5/22-94
Additional protections for student safety; sexual abuse prevention and investigations at schools	105 ILCS 5/10-20.71; 22-85; 34-18.64 105 ILCS 5/22-85.10
Door security locking means	105 ILCS 5/10-20.72; 34-18.65
State, school district, and school report cards (data on incidents of violence on school grounds or at school-related activities)	105 ILCS 5/10-17a(2)(E)
PUNS Database Information	105 ILCS 5/2-3.163(c)**

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Non-Curricular Health and Safety Requirements Applicable to Charter Schools
Illinois State Board of Education
September 1, 2023

Non-School Code Requirements	Citation
Teacher Institutes (Instruction on trauma-informed practices) (eff. beginning with the 2024-25 school year)	105 ILCS 5/3-11, as amended by Public Act 103-0413 (trauma-informed practices)
CPR training video	105 ILCS 25/1.10
Asbestos Abatement Act	105 ILCS 105/1 *et seq*.
Policy on teen dating violence	105 ILCS 110/3.10
Eye Protection in School Act	105 ILCS 115/1 *et seq.* 23 Ill. Admin. Code 1.420(s)
Hunger-Free Students' Bill of Rights Act	105 ILCS 123/1 *et seq.*
Farm Fresh Schools Program Act	105 ILCS 124/1 *et seq*.
School Breakfast and Lunch Program Act	105 ILCS 125/2.3 *et seq*.* P.A. 102-761 regarding plant-based school lunch option went into effect 8/1/23 P.A. 103-0532 regarding Healthy School Meals for All Program went into effect 8/11/23 (subject to appropriation)
Childhood Hunger Relief Act	105 ILCS 126/1 *et seq*.
School Reporting of Drug Violations Act	105 ILCS 127/1 *et seq*.
School Safety Drill Act	105 ILCS 128/1 *et seq**. 29 Ill. Admin. Code 1500.10 *et seq*.
School Health Center Act (for charter schools with school health centers)	105 ILCS 129/1 *et seq*.
Toxic Art Supplies in Schools Act	105 ILCS 135/1 *et seq*.
Green Cleaning Schools Act	105 ILCS 140/1 *et seq*. 23 Ill. Admin. Code 2800.10 *et seq*.
Care of Students with Diabetes Act	105 ILCS 145/1 *et seq*.
Seizure Smart Schools Act	105 ILCS 150/1 *et seq.*
Physical Fitness Facility Medical Emergency Preparedness Act Automated External Defibrillator Act Physical Fitness Medical Emergency Preparedness Code	210 ILCS 74/1 *et seq*. 410 ILCS 4/1 *et seq*. 77 Ill. Admin. Code 527.100 *et seq*.
Swimming Facility Act	210 ILCS 125/1 *et seq*.
Structural Pest Control Act	225 ILCS 235/1 *et seq*.
Abused and Neglected Child Reporting Act	325 ILCS 5/1 *et seq*.
Children's Mental Health Act	405 ILCS 49/1 *et seq.*
Compassionate Use of Medical Cannabis Program Act	410 ILCS 130/1 *et seq.*
Consent of Minors to Health Care Services Act	410 ILCS 210/0.01 *et seq*.
Communicable Disease Prevention Act	410 ILCS 315/0.01 *et seq*.
Lawn Care Products Application and Notice Act	415 ILCS 65/1 *et seq*.
Firearm Concealed Carry Act (School Administrator Reporting of Mental Health Clear and Present Danger Determination Law) Mental Health and Developmental Disabilities Code (clear and present danger; notice)	430 ILCS 65/1.1; 65/8.1 430 ILCS 66/100 through 66/110 20 Ill. Admin. Code 1231.App. A 405 ILCS 5/6-103.3

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Non-School Code Requirements (cont'd)	Citation
Movable Soccer Goal Safety Act	430 ILCS 145/1 et seq.
Illinois Vehicle Code (Extracurricular activities; passengers)	625 ILCS 5/1-100 *et seq.* (625 ILCS 5/12-825)
Driver Education Personnel Requirements	23 Ill. Admin. Code 252.40
Personal Information Protection Act	815 ILCS 530/1 *et seq.*
Toxic Substances Disclosure to Employees Act; Toxic Materials Training	820 ILCS 255/1 *et seq.* 23 Ill. Admin. Code 1.330
Chicago local building, fire, and health codes (as applicable to public schools; only for charter schools located within the City of Chicago)	Various
Public Health Regulations (as applicable to public schools)	Various provisions within Title 77 of the Illinois Administrative Code
Illinois Human Rights Act	775 ILCS 5/Art. 1**

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EXHIBIT 11

YouthBuild McLean County Charter School
360 Wylie Drive Ste 305
Normal, IL 61761
(309) 454-3898

SIP - Work Plan

2024-2025 School Year

STRATEGIC FOCUS AREA: Student Growth & Achievement		
Evaluation and enhancement of academic & vocational programs, curriculum, and assessments occurs on a regular and on-going basis.		
OBJECTIVE	**INDICATOR(s)**	**DATA POINT(s)**
Objective 1: Students will improve basic literacy and numeracy skills	Indicator: 90% or more of students will achieve a 2-3 grade level increase in the math and reading domains, indicated on TABE assessment Indicator: Reduced achievement gap for low income students per standardized assessment data	**Quarterly TABE Exam**
Objective 2: Improved graduation / retention rates	Indicator: At least 80-85% of students will meet requirements for graduation, or re-enroll based on the number of students enrolled / served in the current school year.	**Student diplomas** **Fall student enrollment**
Objective 3: Rigorous training / post-program transition into training, career, & education institutions	Indicator: Career tracks established which blend academic and vocational training Indicator: Curriculum aligned according to our G.R.O.W.E.R. model of learning and consistent with the IL Common Core State Standards Indicator: Application of STEM concepts and practices in course development Indicator: FAFSA is completed for all program graduates Indicator: Increased acceptance and/or enrollment in post-secondary training and education institutions, OR placement into apprenticeship, job, or career opportunities	**Course syllabi** **FAFSA application receipts** **Graduate student course schedules**
Objective 4: Improved communication of academic progress with students & families	Indicator: Students & guardians will have regular access to academic progress reports Indicator: Instructors will increase academic progress reporting through case notes, individualized development plans, and staff will meet more frequently with students to review and set goals	**Case note review**

Objective 5: Improved primary service participation	Indicator: Greater number of students will participate in primary service through YBMC partner sites Indicator: A greater percentage of students' total AmeriCorps hours will be reflected in primary service Indicator: 70% of students attain a certificate in a DOL recognized, high growth industry related field	**AmeriCorps reporting** **Egrants reporting**

STRATEGIC FOCUS AREA: School Culture		
Create safe, secure, and nurturing learning environments, and provide students with personal development opportunities. Effective communication and collaboration occurs both internally with team members and externally students and their support systems.		
OBJECTIVE	**INDICATOR(s)**	**DATA POINT(s)**
Objective 1: Remove socioeconomic barriers to academic achievement.	Indicator: Decrease the number of students in need of housing assistance Indicator: Decrease the number of students with basic need assistance (food, supplies, clothes, etc.)	**Intake survey** **Bi-weekly check in form reporting** **IDP followup**
Objective 2: Reduce absenteeism	Indicator: Increase the number of students who attend classes, workshops, etc. Indicator: Increase secondary service opportunities and student participation in those events Indicator: Improve the number of excused absences through communication, attendance reporting, and documenting the specific reasons for which students have not attended on a given day	**Daily attendance record** **AmeriCorps reporting documentation**
Objective 3: Improved communication of student issues with team members	Indicator: Regular student staffings will be held to address student issues which arise Indicator: Increased use of formal agency reporting systems such as case notes, email, and internal communication tools	**Case Note review by SS Director** **Implement monthly case staffing of student files**
Objective 4: Improved communication and family engagement opportunities	Indicator: Increased number of parents attending midterm progress evaluations for students Indicator: Host at least two “open house” opportunities in-person or virtually for guardian engagement Indicator: Increase the number of direct contacts frontline staff have with parents and guardians	**Case Note documentation** **Track midterm guardian attendance**

Objective 5: Mental Health & Wellness and Trauma Impact Support	Indicator: Provision of services & increased student interactions with clinical counseling support Indicator: Provision of services & increased student interactions with school social worker	**Clinician attendance records** **Social worker attendance records**

STRATEGIC FOCUS AREA: Community Partnerships		
Actively pursue, develop and maintain relationships that enhance and enrich educational opportunities and programs.		
OBJECTIVE	**INDICATOR(s)**	**DATA POINT(s)**
Objective 1: Increase resources to support programming	Indicator: Increase donations to the school Indicator: Increase the number of students benefiting from donations	**Fiscal tracking** **Resource allocation tracking**
Objective 2: Secure mentoring opportunities which aid in college and career readiness	Indicator: Increase the number of career-based mentors Indicator: Increase the number of students benefiting from career mentoring practices	**Mentoring report**
Objective 3: Create solutions to provide professional, career, and service oriented training and experience to students	Indicator: Increase the number of new partnerships put into place Indiciator: Improve the quality of current partnerships, as determined by survey results from targeted groups that show increased satisfaction Indicator: Increase the number of students impacted by various partnerships	**Development Specialist reporting documentation**

STRATEGIC FOCUS AREA: Highly Effective Staff		
Recruit, retain and support a highly effective and diverse staff to accomplish Unit 5's mission, vision and goals.		
OBJECTIVE	**INDICATOR(s)**	**DATA POINT(s)**
Objective 1: Staff will be provided professional development that is focused on the goals and objectives of the agency	Indicator: 100% of our staff will be provided professional development opportunities and 90% will participate in the areas pertinent to their area of service Indicator: Increased collaboration with directors & frontline staff to schedule and implement training opportunities for staff members	**Supervisory meeting & Employee PD documentation**
Objective 2: All staff will be properly certified and licensed in their area of expertise	Indicator: 100% of our staff will be appropriately certified or licensed aligned to their job responsibility, or be in progress of obtaining these credentials	**Employee files**
Objective 3: The diversity of our staff will be representative of students and the community it serves	Indicator: The diversity percentage of staff will continue to improve until it is comparable to the diversity percentage of students Indicator: Staff will participate in diversity and equity training at minimum, annually, and will meet quarterly to evaluate diversity issues which may arise in the course of daily programming	**Organization hiring practice** **Employee training records**
Objective 4: Engage in trauma informed practices which provide additional	Indicator: Increase the number of students screened for trauma exposure Indicator: Increase the number of staff members trained in trauma-specific treatment approaches	**Case Management screening tool** **Employee training record**

support to students who have experienced significant trauma in their lifetime		

STRATEGIC FOCUS AREA: Fiscal Responsibility		
Operations and resources - people, facilities and material – are efficiently managed to ensure long-term sustainability and student growth opportunities.		
OBJECTIVE	**INDICATOR(s)**	**DATA POINT(s)**
Objective 1: YBMC funds will be allocated to reasonable and allowable expenditures which support the mission of the organization	Indicator: Successful completion of annual audit to be performed by qualified external auditor	**YB Annual Independent Audit**
Objective 2: District funds will be aligned to the goals of the district	Indicator: Funding will be prioritized to best meet the goals of the organization	**Funding follows recommendations of fiscal plan and SIP**
Objective 3: Funding resources will be clearly communicated departmentally	Indicator: CFO will meet once at beginning, middle, and end of year with each director to evaluate funds for their department Indicator: Directors will maintain working budgets within each of their departments	**Annual approval of YBMC Budget by Executive Board** **Documented budgetary meetings**

SUPERINTENDENT EMPLOYMENT CONTRACT

THIS AGREEMENT, made and entered into this 17th day of July, 2024, by and between the **BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, McLEAN and WOODFORD COUNTIES, ILLINOIS** (hereinafter referred to as the "Board") and **DR. KRISTEN KENDRICK-WEIKLE** (hereinafter referred to as "Superintendent").

W I T N E S S E T H :

WHEREAS, the Board is the duly elected, qualified, and acting governing body of COMMUNITY UNIT SCHOOL DISTRICT NO. 5, McLEAN and WOODFORD COUNTIES, ILLINOIS (the "District"); and

WHEREAS, the parties have agreed, and do hereby agree, to the employment of Kristen Kendrick-Weikle as Superintendent of said District under a performance-based contract specifically per Illinois Compiled Statutes 105 ILCS 5/10-23.8 and other applicable statutory enactments. Said performance-based contract shall be linked to student performance and academic improvement attributable to the responsibilities and duties of the Superintendent. Such performance-based contract shall be governed by the standards and goals identified in paragraph 7 below and such additional goals as subsequently established by the Board and the Superintendent pursuant to said paragraph 7;

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

1. The Board hereby employs the aforesaid Superintendent and the Superintendent hereby accepts employment from said Board to the position of Superintendent of the District for a period of four (4) years commencing July 1, 2024 and ending June 30, 2028.

2. The Superintendent shall furnish to the Board evidence of her possession of a valid and appropriate license to act as Superintendent in accordance with the laws of the State of Illinois. Failure to maintain licensure for serving as Superintendent in the State of Illinois shall be grounds for immediate termination of this Employment Contract pursuant to paragraph 23.

3. The employment of said Superintendent to the position of Superintendent of the District, the duties and responsibilities of such Superintendent, and the respective duties and obligations of each party to the other shall at all times be in accordance with and subject to the provisions of the statutes of the State of Illinois, the rules and regulations of the Illinois State Board of Education in such case made and provided, and to the lawful rules and regulations of the Board in force from time to time during the period of such employment.

4. This Agreement anticipates the employment and services rendered by the Superintendent for a twelve (12) month period in each school year, subject to the exclusions of legal holidays and other school holidays which are authorized by the Board of Education and/or the laws of this State, and subject to the allocated vacation allowance hereinafter referenced.

5. The Superintendent shall maintain her principal residence within the geographical boundaries of the District during the term of this Agreement and during any renewal term of this Agreement.

6. As compensation for the services set forth in this Agreement to be performed by said Superintendent, the Board agrees to pay said Superintendent an annual salary of Two Hundred Twenty-Six Thousand Seven Hundred Two Dollars ($226,702), payable in twenty-four (24) equal installments on the 15th and 30th day of the month retroactive to the 15th day of July, 2024, and inclusive of any amounts already paid since that date.

The parties agree that the compensation for each subsequent year of this Agreement shall be no less than Two Hundred Twenty-Six Thousand Seven Hundred Two Dollars ($226,702), payable under the same schedule as above referenced. For each succeeding year of the Agreement the Superintendent may receive an annual salary increase, based upon the performance indicators to be agreed to by the parties pursuant to the following paragraph 7.

7. Performance and Improvement Goals: The Board shall cooperate with and assist the Superintendent in the duties herein relegated to the Superintendent. The Board agrees that the Superintendent shall have all necessary resources and requisite control of the operations, including finances and development of personnel and educational programs. In accordance with 105 ILCS 5/10-23.8, the Board and Superintendent agree that all performance and improvement goals contained in previous employment contracts have been met. Pursuant to 105 ILCS 5/10-23.8, the following are goals for this employment contract in accordance with said law. Annually, the Superintendent, with the assistance of her administrative team, shall (1) evaluate student performance, including, but not limited to, student performance on standardized tests, successful completion of the curriculum, and attendance and drop-out rates; (2) review the curriculum and instructional services; (3) review school finances; and (4) report to the Board on her findings as to (a) student performance and (b) her recommendations, if any, for curriculum or instructional changes as a result of her evaluation of student performance. The parties may agree to modify or remove applicable goals as the case may be. Additional goals shall be developed annually before September 30th of each contract year unless such date is extended by mutual agreement of the parties. The Board and Superintendent shall meet and attempt in good faith to mutually agree upon such goals. By July 31st of the 2025-2026, 2026-2027, and 2027-2028 school years, the Board shall determine in their annual evaluation if goals have been met. The Superintendent

shall remind the Board President in writing thirty (30) days in advance of any deadline set forth in this paragraph 7.

8. The Superintendent shall be entitled to four (4) weeks (twenty (20) working days) of vacation, in each annual contract period, to be taken by the Superintendent at such time or times as are mutually satisfactory to her and the Board and consistent with the responsibilities of the office. Said vacation time shall be exclusive of the winter and spring breaks when school is not in session and of all legal holidays and other school holidays as authorized by the Board of Education and/or the laws of this State or the United States. It is understood that such vacation time shall not be cumulative and shall be used during each annual contract year. However, each contract year the Superintendent may exchange a maximum of five (5) unused vacation days for payment at her then current per diem.

9. The Superintendent shall be entitled to fifteen (15) working days of sick leave in each annual contract period commencing July 1, 2024. Such sick leave can be accumulated.

10. The Board of Education shall defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in her individual capacity, or in her official capacity as agent and employee of the Board of Education provided the incident arose while the Superintendent was acting within the scope of her employment and not in violation of State or Unit 5 rules and/or regulations.

11. In addition to the compensation set out above, the Board agrees to compensate, or to pay on behalf of the Superintendent, the Superintendent's required Teacher Retirement System (TRS) member contribution, including the health insurance contribution (THIS) to TRS, not to exceed the required percentages of contribution for TRS

and THIS existing as of the date of this Agreement. Such compensation is to be paid on the Superintendent's base salary. However, if legislation is enacted that limits the employer's ability to perform its obligations or otherwise reduces its obligations under this paragraph, the Board shall pay the difference to the Superintendent as salary to the extent the Board's total cost for salary and pick up of the TRS and THIS contribution equals the Board's total cost before enactment of such legislation. In the unlikely event that the Board's obligations under this paragraph to pay the Superintendent's required contributions, having first been reduced, are thereafter reinstated, the salary shall be decreased to the extent that the Board's total cost for salary and pick up of the TRS and THIS contribution equals the Board's total cost before such reinstatement in required contributions. The Board's and Superintendent's implementation herein shall be in implementation of this provision of the Contract and shall not constitute or require an amendment to the Contract.

12. Notwithstanding the provisions found in the preceding Section 11 or any other provision herein, in no event shall the Superintendent's compensation be increased from one year to the next year by an amount which would require the District to incur a penalty in the event the compensation for the new year were to be utilized in calculating the Superintendent's retirement annuity.

13. During the term of this Agreement, the Superintendent, in the Superintendent's capacity as Superintendent, shall be the Chief Executive Officer of the District in charge of, and responsible for, all administrative, educational, and financial matters pertaining to said District, and the Board, acting both individually and collectively in their or its official capacity, shall promptly refer complaints, suggestions, or criticisms which come to their attention to said Superintendent for the Superintendent's information, study, recommendations, and actions for the benefit of the District in total. The Superintendent shall keep the Board and its

individual members informed of all material matters impacting the finances of the District, its educational mission or its standing in the public.

14. The Superintendent may undertake speaking engagements, writing, lecturing, and other professional duties, services or obligations incident to the Superintendent's office and those of the Superintendent's profession so long as same do not interfere with the performance of the Superintendent's duties as Superintendent and so long as they do not provide additional compensation to the Superintendent without the prior approval of the Board President, or if unanticipated compensation is given the Superintendent for such outside activity, the Superintendent shall report same to the Board President.

15. The Board shall reimburse the Superintendent, and/or pay on the Superintendent's behalf, professional dues for the Superintendent's membership in the Illinois Association of School Administrators, the American Association of School Administrators, and such other professional organizations as are approved in advance by the Board. A list of organizational memberships will be provided to the Board on an annual basis.

16. Subject to Board approval, all reasonable expenses incurred by the Superintendent in conjunction with performing the duties of the Superintendent's office for such purposes, such as, but not limited to, meeting of school and municipal/state officials, service organization dues, luncheon meetings, etc., shall be reimbursed. It should be understood that the Board encourages the Superintendent to participate in community activities, to enhance communication between related public bodies and the general public and the school administration, and to maintain an awareness of community input and desires.

17. In lieu of mileage reimbursement for travel in connection with official business, the Board shall pay Superintendent an annual stipend of Four Thousand Five Hundred Dollars ($4,500) in two (2) equal installments of Two Thousand Two Hundred Fifty Dollars ($2,250) during the months of July and January.

18. The Superintendent shall be entitled to, and is hereby granted, all benefits in accordance with the Board's policy for all other administrative and/or certified personnel, providing such benefit is not inconsistent with the terms of this Agreement.

19. The District shall at its sole cost provide Superintendent and her dependents major medical, vision, and dental coverage available under its group plan. Notwithstanding the foregoing, in the event that any health reform legislation or other law shall prohibit or otherwise restrict the Board from providing the health insurance benefit herein described while providing a lesser benefit to other certified employees, the Board retains the right to limit participation of the Superintendent and her dependents in the District health plans to the same terms and conditions provided to other certified employees. In such event, the monetary equivalent of the difference in premium cost for the Superintendent's elected coverage and the lesser cost actually paid by the Board in order to comply with such prohibition or restriction shall be paid to the Superintendent as salary to the extent that any such additional payment does not result in a penalty to the Board under the rules governing TRS.

20. The Board agrees to provide the Superintendent with group term life insurance in an amount of Three Hundred Thousand Dollars ($300,000), with beneficiaries at the Superintendent's designation.

21. From the annual salary stated in paragraph 6 herein, the Superintendent may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the Internal Revenue Code if adopted by the Board and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b) eligible product for the Superintendent as described in Section 403(b) of the Internal Revenue Code, in accordance with the Board's 403(b) Plan, and provided that the Superintendent confirms that any such deferrals and reductions are within Internal

Revenue Code limitations. The Board will match the Superintendent's annual contributions to any said 403(b) plan made pursuant to a salary reduction agreement (i.e. elective deferrals), provided the Board's match contribution shall not exceed ten percent (10%) of the Superintendent's annual salary stated in paragraph 6 herein.

22. This contract may be terminated by mutual agreement of the parties, by retirement of the Superintendent, and by disability of the Superintendent. In the event of disability or illness or incapacity, after the Superintendent's sick leave has been exhausted and such other leave as may be available has been exhausted and the Superintendent has been absent from employment for whatever cause for an additional continuous period of sixty (60) work days, all obligations of the District to the Superintendent shall cease. By the execution of this Agreement, the Superintendent waives any claim against the District and/or the Board and its individual members for disability.

If a question exists concerning the capacity of the Superintendent to return to the Superintendent's duties, the Board may require the Superintendent to submit to a medical examination to be performed by a medical doctor licensed to practice in the State of Illinois. The Board and the Superintendent shall mutually agree upon the medical doctor who shall conduct the examination, which shall likewise be done at the expense of the Board. If the Board and the Superintendent cannot agree upon a medical doctor, then each party shall choose one medical doctor, those two medical doctors shall choose a third medical doctor, and the majority opinion shall prevail. The Board and the Superintendent shall each pay the expense of their respective medical doctor's fee and share equally the expense for a third medical doctor. The medical doctor(s) shall limit his or her report to the issue of whether the Superintendent has a continuing disability which prohibits the Superintendent from performing the Superintendent's duties. Such medical opinion, or in the event of more than one opinion, the majority medical opinion, shall be binding upon both parties.

23. The Superintendent may be discharged at any time for cause as provided by statute and which shall be deemed, but not limited to, neglect of duties or breach of contract. The Superintendent shall be given written notice of the reason(s) for discharge and afforded a hearing before the Board and the opportunity to present evidence, witnesses and defenses on the reason(s) given for discharge. If the Superintendent so chooses, the Superintendent may be accompanied by legal counsel, however, the Superintendent shall bear any cost involved therein. The Superintendent shall be provided a written decision of the Board subsequent to such meeting. If the Superintendent is discharged for cause, all compensation shall cease as of the date of discharge unless otherwise agreed to by the Board.

24. If dissatisfied with the Superintendent's performance, the Board may unilaterally, at its option, notify the Superintendent of the Board's dissatisfaction. The Board shall inform the Superintendent in writing of the perceived performance deficiencies that need to be remediated. The Board shall no less than one hundred twenty (120) days and no more than one hundred fifty (150) days thereafter, evaluate the Superintendent. If the Board then concludes that the Superintendent's performance remains deficient, the Board may terminate the Superintendent. In the event of such termination, the Board shall pay to the Superintendent, as severance pay in lieu of and in full satisfaction and release of all other claims or demands, a sum representing the salary and cash value of fringe benefits the Superintendent would have earned from the date of termination to the end of the current school term, except in no event shall the severance pay provided exceed an amount greater than twenty (20) weeks of compensation. Further, severance pay shall be prohibited if the Superintendent is terminated for misconduct as that terms is defined in the General Severance Pay Act (5 ILCS 415/10).

25. Notice of intent not to renew this Agreement shall be given to the Superintendent in writing stating the specific reasons therefore by March 1 of the last contract

year. Within ten (10) days after receipt of the notice of intent not to renew the Agreement, the Superintendent may request a closed session hearing on the non-renewal. At the hearing, the Superintendent shall have the privilege of presenting evidence, witnesses and defenses on the grounds for dismissal. Failure of the Board to provide written notice of non-renewal by March 1 of the last contract year shall serve to automatically extend this Agreement for one additional year beyond its then effective expiration date upon the same term and conditions in effect during the last contract year, provided that the Superintendent no later than February 1 of the last contract year notifies the Board President in writing of this provision. Should the Superintendent fail to do so, this Agreement shall not be automatically extended.

26. Regardless of cause, upon termination of the Agreement between the Superintendent and the District, all documents and papers that have been originated prior to or during the term of the Superintendent will remain the property of the District, except those of a personal nature which are the property of the Superintendent. The designated ownership of such papers, supplies, books, and records is of paramount agreement between the parties hereto and shall survive the termination of this or subsequent employment agreements between the parties hereto.

27. Death of the Superintendent shall automatically terminate this Agreement with payment due the estate of the Superintendent through the end of the month of death only, as well as any payments required under the Illinois Wage Payment and Collection Act.

28. If during the term of this Agreement it is found that a specific clause of the Agreement is held to be unconstitutional or illegal in form under either federal or state law, the remainder of the Agreement shall not be affected by such ruling and shall remain in full force and effect. This Agreement shall be governed under the laws of the State of Illinois.

29. Background Investigation: Under *The School Code of Illinois*, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing, or attempting to commit, the named crimes therein. If a subsequent criminal background investigation report reveals that there has been such a conviction, this Agreement shall immediately become null and void. The Superintendent further agrees that she must pass a comprehensive physical examination, including a drug screening, acceptable to the Board by a physician of the Board's choosing. Should the Superintendent fail to pass such comprehensive examination or drug screening, this Agreement shall immediately become null and void though executed prior to such examination.

30. This Agreement may be modified by adopting an addendum at any time and by annually establishing the salary to be paid the Superintendent by action of the Board without the necessity of renegotiating the entire contract, except that the minimum requirements set forth in this Agreement shall always remain as the obligation of the Board to the Superintendent.

31. Each of the parties hereto acknowledge that they have had the opportunity to consult with an attorney of their choice concerning the terms and conditions of this Agreement.

32. This Agreement contains the entire agreement of the parties with respect to the subject matter contained herein, supersedes all prior oral or written agreements between the parties relating to the subject matter contained herein, and merges all prior and contemporaneous discussions or representations between them.

IN WITNESS WHEREOF, the Board has caused this Agreement to be approved and signed by its duly authorized officers, and the Superintendent has approved this Agreement this 17th day of July, 2024, for the school term commencing July 1, 2024.

BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, McLEAN and WOODFORD COUNTIES, ILLINOIS

SUPERINTENDENT

By_____
Its President

_____
Kristen Kendrick-Weikle

ATTEST:

_____
Its Secretary

Personnel Matters - 7/17/24

New Hires

Administrators

Homebase	First Name	Last Name	Position		FTE	Effective
Oakdale	Brandon	Shaver	Assistant Principal		1.0	7/29/2024

Certified

Homebase	First Name	Last Name	Position	Salary Placement: Lane / Step	FTE	Effective
Cedar Ridge	Kristen	Mason	1st Grade	B+0/Step 4	1.0	8/12/2024
CJHS	Emily	Scorzo	7th Grade Math	B+0/Step 2	1.0	8/12/2024
CJHS	Kaitlyn	Funck	2nd Grade	Step 5	1.0	8/12/2024
EJHS	Matthew	Johnston	8th Grade Lit and Comp - LEAVE REPLACEMENT	B+0/Step 3	1.0	8/12/2024
Grove	Mckenna	Hardt	2nd Grade	B+0/New Teacher Step	1.0	8/12/2024
Glenn	Kelsie	Norris	3rd Grade	B+0/New Teacher Step	1.0	8/12/2024
KJHS	Calynn	Chavez	LBS1	B+0/New Teacher Step	1.0	8/12/2024
NCWHS	Jenny	Kruse	LBS1	M+0/Step 4	1.0	8/12/2024
TBD	Jessica	Kemp	Social Worker	M+32/Step 10	1.0	8/12/2024
TBD	Kate	Fagan-Nelson	Social Worker	M+0/Step 10	1.0	8/12/2024

Educational Support Personnel

Homebase	First Name	Last Name	Position	Salary Placement	FTE	Effective
Brigham	Jane	Reckamp	Para - Spec Ed	Step 4	1.0	8/12/2024
Cedar Ridge	Ana	Herrera	Noon Hour Supervisor		0.25	8/12/2024
CJHS	Ben	McKee	Para - Spec Ed	Step 2	1.0	8/12/2024
EJHS	Daishanna	James	Para - Spec Ed	Step 1	1.0	8/12/2024
Grove	Crystal	Ayco	Para - Spec Ed	Step 1	1.0	8/12/2024
Hudson	Sonja	Ruestman	Para - Spec Ed	Step 1	1.0	8/12/2024
Fairview	Weather	Moore	Para - Spec Ed	Step 1	1.0	8/12/2024
NCHS	Darrelynn	Dunn	Para - Spec Ed	Step 5	1.0	8/12/2024
NCHS	Jessica	Flint	Para - Spec Ed	Step 1	1.0	8/12/2024
NCHS	Victoria	Montgomery	Para - Spec Ed	Step 1	1.0	8/12/2024
NCWHS	Christine	Phelps	Para - Spec Ed	Step 2	1.0	8/12/2024
NCWHS	Miranda	Edwards	Custodian - 2nd Shift	Step 0	1.0	8/12/2024
NCWHS	Marietta	Adams-Hunt	Para - Spec Ed	Step 1	1.0	8/12/0204
NCWHS	Rachel	Burbridge	Admin Asst - 10 Month	Step 5	1.0	8/12/2024
NCWHS	Taylor	Kingery	Para - Spec Ed	Step 1	1.0	8/12/2024
Oakdale	Heather	Kessinger	Para - Spec Ed	Step 2	1.0	8/12/2024
Oakdale	Renee	Weddington	Para - Spec Ed	Step 1	1.0	8/12/2024
Parkside	Cody	Miles	Para - Spec Ed	Step 5	1.0	8/12/2024
Parkside	Faith	Coulter	Noon Hour Supervisor		0.25	8/12/2024
Parkside	Jill	Couch	Para - Spec Ed	Step 1	1.0	8/12/2024
Parkside	Kimberly	Saylor	Noon Hour Supervisor		0.25	8/12/2024
Parkside	Lance	Tinsely	Para - Spec Ed	Step 1	1.0	8/12/2024
Parkside	Meghan	Herring	Noon Hour Supervisor		1.0	8/12/2024
Parkside	Shelby	Shepherd	Para - Spec Ed	Step 1	1.0	8/12/2024

Pepper Ridge	Becky	Schreiber	Para - Spec Ed	Step 1	1.0	8/12/2024
Pepper Ridge	Cathy	Mool	Para - Spec Ed	Step 1	1.0	8/12/2024
Pepper Ridge	Timothy	Grant	Para - Spec Ed	Step 2	1.0	8/12/2024
Pepper Ridge	Laliyah	Royalglenn	Para - Spec Ed	Step 1	1.0	8/12/2024
Prairieland	Becky	Simpson	Para - Spec Ed	Step 3	1.0	8/12/2024
Multiple Locations	Eric	Schmidt	Custodian - Floater	Step 0	1.0	8/12/2024

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

Resignations/Retirements/Releases/Terminations

Certified

Homebase	First Name	Last Name	Position	Action		Effective
Benjamin	Kali	Caldwell	4th Grade	Resignation		5/23/2024
Brigham	Lindsey	Yount	SLP	Resignation		5/23/2024
Cedar Ridge	Ashton	Davidson (Doty)	1st Grade	Resignation		7/26/2024
Fairview	Michelle	Schaber	Kindergarten	Retirement		5/23/2024
Hoose	Hillary	Tanner-Dixon	Social Worker	Resignation		5/23/2024
NCWHS	Olivia	Ruff	English	Resignation		5/23/2024
NCWHS	Rachel	Evans	Spanish	Resignation		5/23/2024
Oakdale	Casey	Heimer	Principal	Resignation		6/30/2024
Parkside/CJHS	Nicole	Nottke	Social Worker	Resignation		5/23/2024
Pepper Ridge	Hailey	Woock	Music	Resignation		5/23/2024
Prairieland	Terra	Johnson	SLP	Resignation		5/23/2024

Educational Support Personnel

Homebase	First Name	Last Name	Position	Action		Effective
ERRC	Chris	Kozik	Tech Support	Resignation		6/28/2024
NCWHS	Catherine	Payne	Admin Asst - 10 month	Resignation		6/28/2024
NCWHS	John	Lundy	Safety Monitor	Resignation		5/23/2024

Contract Revisions

Administration

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
Oakdale	Lynn	Taylor	Principal	Assistant Principal	Principal	7/1/2024

Certified

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
Multiple Locations	Marianela	Diaz	Bilingual Parent Liaison	9.5 Month Employee	12 Month Employee	8/12/2024
NCHS	Dawn	Cimala	LBS1	NCHS - Para - Spec Ed	B+0/New Teacher Step	8/12/2024

Educational Support Personnel

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
Benjamin	Dustin	Seymour-Fenili	Head Custodian	Custodian		8/12/2024
Fox Creek	Kristi	Blevins	Para - Spec Ed	Towanda - Noon Hour Supervisor	Step 1	8/12/2024
NCHS	Ed	Smock	Head Custodian	Custodian		8/12/2024

Leave Requests

Certified

Homebase	First Name	Last Name	Position	Leave Requested		Effective
EJHS	Matt	Sherrill	8th Grade Lit and Comp	Planned Extended Leave - 1st year		24-25

Educational Support Personnel

Homebase	First Name	Last Name	Position	Leave Requested		Effective
Fairview	Penny	Vernon	Para - Spec Ed	Personal Illness Leave - 1st Year		24-25

Schedule B

Homebase	First Name	Last Name	Revision			Effective
CJHS	Edward	Cimoch	Drop 8th Grade Basketball			6/6/2024
EJHS	Matt	Sherrill	Drop Building Chair			5/23/2024
Hudson	Hannah	Webb	Drop Elementary Patrol			5/23/2024
NCHS	Ken	Ross	Drop HS Sophomore Class Sponsor			8/12/2024
NCHS	Megan	Freymann	Drop HS Senior Class Sponsor			8/12/2024
NCWHS	Kim	McHenry	Drop Head Coach - Tennis			6/4/2024
NCWHS	Sarah	Wollenweber	Drop HS Junior Class Sponsor			5/24/2024
NCWHS	Ellie	Marvin	Drop HS Junior Class Sponsor			5/24/2024
NCWHS	Natalie	Spath	Drop HS Freshman Class Sponsor			5/24//2024
NCWHS	Timothy	Franz	Drop HS Senior Class Sponsor			5/24/2024
PJHS	Kaitlin	Winkle	Drop JH Cheerleading Coach			2/21/2024
Towanda	Emily	Staniszeski	Drop Elementary Patrol			5/23/2024
Towanda	Carlee	Streenz	Drop Elementary Patrol			5/23/2024

Information Only Changes

Homebase	First Name	Last Name	Position	Change		Effective
EJHS	Candy	Wehmeyer	Certified Teacher - English	Building Transfer - NCWHS		8/12/2024
EJHS	Rici	Brack	Para - Spec Ed	NCWHS - Safety Monitor		8/12/2024
Eugene	Roman	Gonzalez	Para - Spec Ed	Building Transfer - NCHS		8/12/2024

Prairieland	Jennifer	Chlebowski	Certified Teacher - Literacy Specialist	Building Transfer - Northpoint		8/12/2024
Sugar Creek	Gail	Divan	Paraprofessional - Reg Ed	Building Transfer - Cedar Ride		8/12/2024

New Substitutes

Substitute Type	First Name	Last Name

MCLEAN COUNTY UNIT DISTRICT NO. 5

Authorization for Payment of Bills and Payrolls

June 13, 2024 through July 17, 2024

SUMMARY OF BILLS & PAYROLLS BY FUND

Fund	[1] Prepaid Bills	[2] Bills To Be Paid	[3] Payrolls	Total
07 Flexible Benefit Plan Trust Fund	36,295.34	0.00	0.00	36,295.34
08 Unit 5 Self-Funded Insurance	1,335,699.67	0.00	0.00	1,335,699.67
10 Educational	1,729,226.16	515,418.17	15,210,792.20	17,455,436.53
20 Operations & Maintenance	590,367.43	76,129.09	878,379.04	1,544,875.56
30 Debt Service	75,621.36	6,510.60	0.00	82,131.96
40 Transportation	3,268,849.05	81,571.59	29,798.33	3,380,218.97
50 Social Security	0.00	0.00	392,198.59	392,198.59
51 IMRF	0.00	0.00	229,776.06	229,776.06
60 Capital Projects	0.00	0.00	0.00	0.00
70 Working Cash	0.00	0.00	0.00	0.00
80 Tort Immunity	32,378.10	10,033.83	49,831.36	92,243.29
90 Life Safety	16,987.00	0.00	0.00	16,987.00
99 Student Activity Funds [4]	148,154.05	0.00	0.00	148,154.05
Grand Total	**$7,233,578.16**	**$689,663.28**	**$16,790,775.58**	**$24,714,017.02**

[1] For funds 8 through 90, these bills were paid on and between 6/13/24 and 7/16/24. Please see the "Vendor Bill Listing - PREPAID" report for details.

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

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

[4] These bills will always be listed as "prepaid" and include bills paid on the date of the last Board meeting. This is to ensure that all payments are captured for reporting purposes. For this report, these bills were paid on and between 6/12/24 and 7/16/24. Please see the Student Activity Funds section of the "Vendor Bill Listing - PREPAID" and the "Vendor Bill Listing - PREPAID - SA" report for details. The Student Activity Funds totals on these reports will equal the Student Activity Funds total on this summary.

ATTEST:

I certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of $24,714,017.02.

_____ _____

Jeremy DeHaai, President, Board of Education Date

_____ _____

Alex Williams, Secretary, Board of Education Date

CUSD No. 5, McLean and Woodford Counties, Illinois

Payroll Fund Totals

Fiscal Year: 2023-2024

Pay Cycle:	Pay Period:	Start Date:	End Date:	Pay Date:
Certified - Semi	230	06/01/2024	06/15/2024	06/14/2024
Certified - Semi	231	05/16/2024	05/31/2024	06/14/2024
Certified - Semi	232	05/16/2024	05/31/2024	06/14/2024
Certified - Semi	234	06/01/2024	06/15/2024	06/14/2024
Certified - Semi	240	06/16/2024	06/30/2024	06/28/2024
Certified - Semi	241	06/01/2024	06/15/2024	06/28/2024
Certified - Semi	242	06/01/2024	06/15/2024	06/28/2024
Certified - Semi	244	06/01/2024	06/15/2024	06/28/2024
Certified - Semi	250	07/01/2024	07/15/2024	07/15/2024
Certified - Semi	251	06/16/2024	06/30/2024	07/15/2024
Certified - Semi	252	06/16/2024	06/30/2024	07/15/2024
Certified - Semi	253	06/16/2024	06/30/2024	07/15/2024
Classified - Semi	230	06/01/2024	06/15/2024	06/14/2024
Classified - Semi	231	06/01/2024	06/15/2024	06/14/2024
Classified - Semi	232	06/01/2024	06/15/2024	06/14/2024
Classified - Semi	233	06/01/2024	06/15/2024	06/21/2024
Classified - Semi	240	06/16/2024	06/30/2024	06/28/2024
Classified - Semi	241	06/16/2024	06/30/2024	06/28/2024
Classified - Semi	242	06/16/2024	06/30/2024	06/28/2024
Classified - Semi	243	06/16/2024	06/30/2024	07/01/2024
Classified - Semi	244	06/16/2024	06/30/2024	07/05/2024
Classified - Semi	245	06/16/2024	06/30/2024	06/28/2024
Classified - Semi	250	07/01/2024	07/15/2024	07/15/2024
Classified - Semi	251	07/01/2024	07/15/2024	07/15/2024

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
Certified - Semi - Period Number: 230					
10	3,323,160.64	0.00	172,504.70	402,615.00	3,898,280.34
50	0.00	46,332.71	0.00	0.00	46,332.71
80	4,135.83	0.00	479.70	537.50	5,153.03
Period Total:	**$3,327,296.47**	**$46,332.71**	**$172,984.40**	**$403,152.50**	**$3,949,766.08**
Certified - Semi - Period Number: 240					
10	3,424,089.13	0.00	192,436.76	402,819.63	4,019,345.52
50	0.00	47,799.19	0.00	0.00	47,799.19
80	4,681.36	0.00	500.68	610.37	5,792.41
Period Total:	**$3,428,770.49**	**$47,799.19**	**$192,937.44**	**$403,430.00**	**$4,072,937.12**
Certified - Semi - Period Number: 250					
10	3,259,376.48	0.00	175,436.97	405,897.50	3,840,710.95
50	0.00	45,031.74	0.00	0.00	45,031.74
Period Total:	**$3,259,376.48**	**$45,031.74**	**$175,436.97**	**$405,897.50**	**$3,885,742.69**
Classified - Semi - Period Number: 230					
10	847,185.09	0.00	2,297.03	210,914.00	1,060,396.12
20	272,703.74	0.00	797.88	2,594.50	276,096.12
40	7,440.55	0.00	0.00	2,175.00	9,615.55
50	0.00	83,050.32	0.00	0.00	83,050.32

FUND		GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
51		0.00	0.00	77,891.75	0.00	77,891.75
80		9,160.98	0.00	351.23	1,469.50	10,981.71
	Period Total:	**$1,136,490.36**	**$83,050.32**	**$81,337.89**	**$217,153.00**	**$1,518,031.57**
Classified - Semi - Period Number: 240						
10		818,640.92	0.00	2,511.43	204,899.94	1,026,052.29
20		267,781.93	0.00	1,064.92	3,521.06	272,367.91
40		7,954.51	0.00	0.00	2,175.00	10,129.51
50		0.00	80,668.92	0.00	0.00	80,668.92
51		0.00	0.00	73,963.14	0.00	73,963.14
80		9,275.23	0.00	351.23	1,832.00	11,458.46
	Period Total:	**$1,103,652.59**	**$80,668.92**	**$77,890.72**	**$212,428.00**	**$1,474,640.23**
Classified - Semi - Period Number: 250						
10		711,074.38	0.00	0.00	192,960.81	904,035.19
20		46,342.00	0.00	0.00	201.69	46,543.69
40		4,817.31	0.00	0.00	1,912.50	6,729.81
50		0.00	56,018.79	0.00	0.00	56,018.79
51		0.00	0.00	48,569.38	0.00	48,569.38
80		23.00	0.00	0.00	0.00	23.00
	Period Total:	**$762,256.69**	**$56,018.79**	**$48,569.38**	**$195,075.00**	**$1,061,919.86**
Certified - Semi - Period Number: 231						
10		37,277.50	0.00	390.08	0.00	37,667.58
50		0.00	540.64	0.00	0.00	540.64
	Period Total:	**$37,277.50**	**$540.64**	**$390.08**	**$0.00**	**$38,208.22**
Certified - Semi - Period Number: 232						
10		10,111.25	0.00	0.00	0.00	10,111.25
50		0.00	773.53	0.00	0.00	773.53
	Period Total:	**$10,111.25**	**$773.53**	**$0.00**	**$0.00**	**$10,884.78**
Certified - Semi - Period Number: 241						
10		14,209.90	0.00	1,733.01	0.00	15,942.91
50		0.00	206.13	0.00	0.00	206.13
	Period Total:	**$14,209.90**	**$206.13**	**$1,733.01**	**$0.00**	**$16,149.04**
Certified - Semi - Period Number: 242						
10		120.00	0.00	0.00	0.00	120.00
50		0.00	9.18	0.00	0.00	9.18
	Period Total:	**$120.00**	**$9.18**	**$0.00**	**$0.00**	**$129.18**
Certified - Semi - Period Number: 251						
10		10,000.00	0.00	2,210.22	0.00	12,210.22
50		0.00	145.02	0.00	0.00	145.02
	Period Total:	**$10,000.00**	**$145.02**	**$2,210.22**	**$0.00**	**$12,355.24**
Certified - Semi - Period Number: 252						
10		240.00	0.00	0.00	0.00	240.00
50		0.00	18.36	0.00	0.00	18.36
	Period Total:	**$240.00**	**$18.36**	**$0.00**	**$0.00**	**$258.36**
Classified - Semi - Period Number: 231						

FUND		GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
20		2,282.88	0.00	0.00	0.00	2,282.88
50		0.00	174.63	0.00	0.00	174.63
51		0.00	0.00	161.15	0.00	161.15
	Period Total:	**$2,282.88**	**$174.63**	**$161.15**	**$0.00**	**$2,618.66**

Classified - Semi - Period Number: 232

10		8,519.10	0.00	0.00	1,812.50	10,331.60
50		0.00	651.70	0.00	0.00	651.70
51		0.00	0.00	420.72	0.00	420.72
	Period Total:	**$8,519.10**	**$651.70**	**$420.72**	**$1,812.50**	**$11,404.02**

Certified - Semi - Period Number: 234

10		12,920.00	0.00	161.54	2,900.00	15,981.54
50		0.00	186.25	0.00	0.00	186.25
	Period Total:	**$12,920.00**	**$186.25**	**$161.54**	**$2,900.00**	**$16,167.79**

Classified - Semi - Period Number: 233

10		250.00	0.00	0.00	0.00	250.00
50		0.00	19.13	0.00	0.00	19.13
51		0.00	0.00	17.65	0.00	17.65
	Period Total:	**$250.00**	**$19.13**	**$17.65**	**$0.00**	**$286.78**

Classified - Semi - Period Number: 241

10		4,921.32	0.00	0.00	1,450.00	6,371.32
40		149.65	0.00	0.00	0.00	149.65
50		0.00	387.93	0.00	0.00	387.93
51		0.00	0.00	358.01	0.00	358.01
	Period Total:	**$5,070.97**	**$387.93**	**$358.01**	**$1,450.00**	**$7,266.91**

Classified - Semi - Period Number: 242

10		588.00	0.00	0.00	0.00	588.00
20		547.50	0.00	0.00	0.00	547.50
50		0.00	86.88	0.00	0.00	86.88
51		0.00	0.00	80.16	0.00	80.16
	Period Total:	**$1,135.50**	**$86.88**	**$80.16**	**$0.00**	**$1,302.54**

Certified - Semi - Period Number: 244

10		4,418.22	0.00	169.93	362.50	4,950.65
50		0.00	63.96	0.00	0.00	63.96
	Period Total:	**$4,418.22**	**$63.96**	**$169.93**	**$362.50**	**$5,014.61**

Classified - Semi - Period Number: 243

20		330.00	0.00	0.00	0.00	330.00
50		0.00	25.25	0.00	0.00	25.25
	Period Total:	**$330.00**	**$25.25**	**$0.00**	**$0.00**	**$355.25**

Classified - Semi - Period Number: 244

10		2,841.15	0.00	0.00	362.50	3,203.65
50		0.00	217.35	0.00	0.00	217.35
51		0.00	0.00	200.59	0.00	200.59
	Period Total:	**$2,841.15**	**$217.35**	**$200.59**	**$362.50**	**$3,621.59**

Classified - Semi - Period Number: 245

FUND		GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
10		1,462.50	0.00	0.00	362.50	1,825.00
50		0.00	111.89	0.00	0.00	111.89
51		0.00	0.00	103.25	0.00	103.25
	Period Total:	**$1,462.50**	**$111.89**	**$103.25**	**$362.50**	**$2,040.14**
Classified - Semi - Period Number: 251						
10		2,439.28	0.00	0.00	382.50	2,821.78
20		600.00	0.00	0.00	0.00	600.00
50		0.00	231.17	0.00	0.00	231.17
51		0.00	0.00	187.57	0.00	187.57
	Period Total:	**$3,039.28**	**$231.17**	**$187.57**	**$382.50**	**$3,840.52**
Certified - Semi - Period Number: 253						
10		914.83	0.00	134.34	(382.50)	666.67
50		0.00	15.32	0.00	0.00	15.32
	Period Total:	**$914.83**	**$15.32**	**$134.34**	**($382.50)**	**$681.99**
	Grand Totals:	**$13,132,986.16**	**$362,765.99**	**$755,485.02**	**$1,844,386.00**	**$16,095,623.17**

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Payroll Fund Totals

Fiscal Year: 2024-2025

Pay Cycle:	Pay Period:	Start Date:	End Date:	Pay Date:
Certified - Semi	1	07/01/2024	07/01/2024	07/15/2024
Classified - Semi	1	07/01/2024	07/01/2024	07/15/2024

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
Classified - Semi - Period Number: 1					
10	137,299.51	0.00	2,255.23	25,511.50	165,066.24
20	237,931.64	0.00	939.30	40,740.00	279,610.94
40	2,791.31	0.00	0.00	382.50	3,173.81
50	0.00	27,426.11	0.00	0.00	27,426.11
51	0.00	0.00	27,822.69	0.00	27,822.69
80	9,145.63	0.00	351.23	1,729.50	11,226.36
Period Total:	**$387,168.09**	**$27,426.11**	**$31,368.45**	**$68,363.50**	**$514,326.15**
Certified - Semi - Period Number: 1					
10	139,476.00	0.00	16,540.88	17,606.50	173,623.38
50	0.00	2,006.49	0.00	0.00	2,006.49
80	4,135.83	0.00	485.56	575.00	5,196.39
Period Total:	**$143,611.83**	**$2,006.49**	**$17,026.44**	**$18,181.50**	**$180,826.26**
Grand Totals:	**$530,779.92**	**$29,432.60**	**$48,394.89**	**$86,545.00**	**$695,152.41**

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

From Date: 6/12/2024
To Date: 6/12/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
CCMC SOLUTIONS, LLC.	**V64966835**	(blank)	**22401**	6/12/2024	2,250.00
CCMC SOLUTIONS, LLC. Total					**2,250.00**
CONFIDENTIAL ON-SITE PAPER SHREDDIN	**Inv 150117**	(blank)	**22402**	6/12/2024	65.67
CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					**65.67**
MCLEAN CO UNIT DIST NO 5 - FOOD SERVICE	**WA0237 and WA0240**	(blank)	**22403**	6/12/2024	265.00
MCLEAN CO UNIT DIST NO 5 - FOOD SERVICE Total					**265.00**
Grand Total					**2,580.67**

Expenditure Summary Report

From Date: 6/12/2024
To Date: 6/12/2024

Fund	Amount
99	2,580.67
Grand Total	**2,580.67**

Expenditure Summary Report

From Date: 6/13/2024
To Date: 7/16/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
A B HATCHERY	**4743**	2405815	**260656**	6/26/2024	377.46
	4745	2405815	**260656**	6/26/2024	242.61
	4749	2405815	**260656**	6/26/2024	245.52
	4636	2405612	**260656**	6/26/2024	146.79
	4537	2405612	**260656**	6/26/2024	7.93
A B HATCHERY Total					**1,020.31**
ABSOLUTE APPAREL	**1363** (blank)		**48038**	6/13/2024	488.30
ABSOLUTE APPAREL Total					**488.30**
ACE HARDWARE	**591883/5**	2405753	**260657**	6/26/2024	60.16
	591869/5	2405753	**260657**	6/26/2024	29.37
	591854/5	2405753	**260657**	6/26/2024	75.52
	591855/5	2405753	**260657**	6/26/2024	69.01
	591858/5	2405753	**260657**	6/26/2024	81.85
	591875/5	2405753	**260657**	6/26/2024	24.29
	591843/5	2405753	**260657**	6/26/2024	50.36
	591847/5	2405753	**260657**	6/26/2024	51.27
	591818/5	2405753	**260657**	6/26/2024	16.67
	591819/5	2405753	**260657**	6/26/2024	49.83
	591821/5	2405753	**260657**	6/26/2024	68.35
	591823/5	2405753	**260657**	6/26/2024	24.79
	591817/5	2405753	**260657**	6/26/2024	(4.49)
	591795/5	2405753	**260657**	6/26/2024	33.26
	591761/5	2405753	**260657**	6/26/2024	21.58
	591766/5	2405753	**260657**	6/26/2024	42.80
	591768/5	2405753	**260657**	6/26/2024	139.45
	591773/5	2405753	**260657**	6/26/2024	66.57
	591731/5	2405753	**260657**	6/26/2024	35.09
	591740/5	2405753	**260657**	6/26/2024	135.77
	591745/5	2405753	**260657**	6/26/2024	85.68
	591747/5	2405753	**260657**	6/26/2024	125.98
	591748/5	2405753	**260657**	6/26/2024	1.82
	591732/5	2405753	**260657**	6/26/2024	(28.79)
	591718/5	2405753	**260657**	6/26/2024	11.69
	591724/5	2405753	**260657**	6/26/2024	28.79
	591682/5	2405753	**260657**	6/26/2024	57.57
	591683/5	2405753	**260657**	6/26/2024	13.49
	591690/5	2405753	**260657**	6/26/2024	92.42
	591693/5	2405753	**260657**	6/26/2024	74.28
	591696/5	2405753	**260657**	6/26/2024	14.38
	591640/5	2405753	**260657**	6/26/2024	29.32
	591646/5	2405753	**260657**	6/26/2024	17.20
	591653/5	2405753	**260657**	6/26/2024	0.88
	591616/5	2405753	**260657**	6/26/2024	11.68
	591627/5	2405753	**260657**	6/26/2024	12.58
	591600/5	2405753	**260657**	6/26/2024	31.86
	591601/5	2405753	**260657**	6/26/2024	31.49
	591602/5	2405753	**260657**	6/26/2024	28.79
	591604/5	2405753	**260657**	6/26/2024	35.93
	591615/5	2405753	**260657**	6/26/2024	39.72
	591585/5	2405753	**260657**	6/26/2024	30.57
	591591/5	2405753	**260657**	6/26/2024	21.42
	591550/5	2405753	**260657**	6/26/2024	128.99
	591553/5	2405753	**260657**	6/26/2024	26.25
	591559/5	2405753	**260657**	6/26/2024	43.19
	591376/5	2405660	**260657**	6/26/2024	147.98
	590877/5	2405753	**260657**	6/26/2024	77.63
	590865/5	2405753	**260657**	6/26/2024	119.27

Expenditure Summary Report

From Date: 6/13/2024
To Date: 7/16/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
ACE HARDWARE	590834/5	2405753	260657	6/26/2024	22.47
	590710/5	2405753	260657	6/26/2024	11.69
	590242/5	2405753	260657	6/26/2024	51.44
ACE HARDWARE Total					2,469.16
ADELANTE ED. SPECIALISTS GROUP, INC.	1401	2500119	260772	7/3/2024	6,000.00
	1400	2500116	260772	7/3/2024	7,000.00
	1399	2500105	260772	7/3/2024	7,000.00
	1398	2500106	260772	7/3/2024	9,000.00
	1389	2405650	260658	6/26/2024	9,500.00
ADELANTE ED. SPECIALISTS GROUP, INC. Total					38,500.00
ADVANCE AUTO PARTS	6.25341E+12	2405737	260659	6/26/2024	35.98
	6.25341E+12	2405737	260659	6/26/2024	58.65
	6.25341E+12	2405737	260659	6/26/2024	46.79
	6.25341E+12	2405737	260659	6/26/2024	46.54
	6.25341E+12	2405737	260659	6/26/2024	125.14
	6.25341E+12	2405737	260659	6/26/2024	20.79
	6.25341E+12	2405737	260659	6/26/2024	26.81
	6.25341E+12	2400200	260659	6/26/2024	22.99
	6.25341E+12	2400200	260659	6/26/2024	475.90
	6.25341E+12	2400200	260659	6/26/2024	60.78
	6.25341E+12	2400200	260659	6/26/2024	(10.00)
	6.25341E+12	2400200	260659	6/26/2024	(34.83)
	6.25341E+12	2400200	260659	6/26/2024	15.92
	6.25341E+12	2400200	260659	6/26/2024	66.31
	6.25341E+12	2400200	260659	6/26/2024	267.02
	6.25341E+12	2400200	260659	6/26/2024	1,499.90
	6.25341E+12	2400200	260659	6/26/2024	359.14
	6.25341E+12	2400200	260659	6/26/2024	186.95
	6.25341E+12	2400200	260659	6/26/2024	14.44
	6.25341E+12	2400200	260659	6/26/2024	1,249.95
ADVANCE AUTO PARTS Total					4,535.17
AFFILIATED STEAM EQUIPMENT COMPANY	1235276	2405816	260660	6/26/2024	139.05
	1235192	2405816	260660	6/26/2024	4,389.68
AFFILIATED STEAM EQUIPMENT COMPANY Total					4,528.73
ALPHA BAKING CO., INC.	STMT MAY 2024	2405680	260661	6/26/2024	4,821.01
ALPHA BAKING CO., INC. Total					4,821.01
ALPHA CONTROLS & SERVICES LLC	C007417	2405814	260662	6/26/2024	6,067.50
	C007418	2405814	260662	6/26/2024	5,864.75
	C007419	2405814	260662	6/26/2024	1,592.75
	W47898	2405611	260662	6/26/2024	508.26
	C007375	2405611	260662	6/26/2024	1,315.00
	C007376	2405611	260662	6/26/2024	1,330.00
	C007377	2405611	260662	6/26/2024	1,309.00
	C007378	2405611	260662	6/26/2024	1,130.00
	C007379	2405611	260662	6/26/2024	428.00
ALPHA CONTROLS & SERVICES LLC Total					19,545.26
AMAZON CAPITAL SERVICES	1611-TNQ7-C99W	2500179	260773	7/3/2024	4,507.77
	1L9J-M9KF-PLX1	2500153	260773	7/3/2024	973.20
	1JHG-3GJX-NNY7	2500156	260773	7/3/2024	671.65
	1C3N-HLVC-PN7G	2500160	260773	7/3/2024	173.94
	1HKK-TGHT-H1C4	2500011	260773	7/3/2024	76.96
	1L9J-M9KF-7FDL	2500102	260773	7/3/2024	483.06
	1TXT-GQCV-J7Q9	2500161	260773	7/3/2024	45.60

Expenditure Summary Report

From Date: 6/13/2024
To Date: 7/16/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
AMAZON CAPITAL SERVICES	1QM9-YKJY-CRXH	2405843	260773	7/3/2024	4,617.74
	1GQ3-PVPQ-WL6C	2500030	260773	7/3/2024	1,083.00
	1K6C-4K1G-3LL9	2500013	260773	7/3/2024	520.76
	1MMF-4967-MKP1	2500029	260773	7/3/2024	1,083.00
	1DRH-G7NF-MD9D	2500031	260773	7/3/2024	1,083.00
	1H99-GPKM-GQTV	2500023	260773	7/3/2024	1,113.00
	1M9N-6KV4-1PPT	2500014	260773	7/3/2024	162.14
	1FQR-WH9P-3WK7	2500015	260773	7/3/2024	322.38
	1CMM-PPYN1LJW	2405829	260663	6/26/2024	1,519.59
	111D-F777-GPCJ	2405820	260663	6/26/2024	63.36
	1WPL-PGDR-CYXT	2405743	260663	6/26/2024	321.22
	163X-FQRL-FJCT	2405752	260663	6/26/2024	385.90
	1GVT-M6JP-DGK9	2405545	260663	6/26/2024	302.66
	1N3Y-RG43-1614	2405822	260663	6/26/2024	188.48
	1KM6-KQJ1-3RC7	2405742	260663	6/26/2024	27.03
	19WT-LT11-HL7M	2405322	260663	6/26/2024	51.18
	1D14-RDQN-N4N3	2405545	260663	6/26/2024	77.27
	11WV-KRCG-4VNH	2405678	260663	6/26/2024	228.61
	13MDLFK6YDGV	302240066	48053	6/20/2024	122.99
	1PPD-31LL-WL97	2405651	260663	6/26/2024	1,666.88
	1JPJ-CK34-VPPT	2405693	260663	6/26/2024	71.97
	176T-33XN-3C1V	2405671	260663	6/26/2024	436.68
	1GQ3-PVPQ-NXMH	2405676	260663	6/26/2024	115.54
	13MD-LFK6-CR97	2405555	260663	6/26/2024	450.54
	1QKM-LRRQ-GGM9	2405672	260663	6/26/2024	29.89
	1DNC-GKX9-9GWC	2405163	260663	6/26/2024	130.03
	1799-RJ3G-J7XT	2405589	260663	6/26/2024	697.93
	1QP9-N9RH-7C6H	2405325	260663	6/26/2024	95.92
	1XC6-3QJL-1VQX	2405545	260663	6/26/2024	574.05
	164K-J16J-WG74	2405488	260663	6/26/2024	140.32
	1677-7LYM-QVC7	2405560	260663	6/26/2024	52.11
	1YDY-QHN4-PQCP	2405602	260663	6/26/2024	143.15
	1YMP4CHW9KY7	(blank)	48039	6/13/2024	13.95
	13TMCFGDGGF4	302240065	48039	6/13/2024	89.99
AMAZON CAPITAL SERVICES Total					24,914.44
AMERICAN PEST CONTROL	679489	2405818	260774	7/3/2024	125.00
	668934	2400207	260664	6/26/2024	1,230.00
AMERICAN PEST CONTROL Total					1,355.00
AMERICAN RED CROSS	22697499	2500136	260775	7/3/2024	92.00
	22692151	2500136	260775	7/3/2024	322.00
AMERICAN RED CROSS Total					414.00
ARBITERSPORTS, LLC	INV59820	2500004	260776	7/3/2024	6,233.77
ARBITERSPORTS, LLC Total					6,233.77
ARTFUL DESIGNS	V39097	2405842	260777	7/3/2024	234.00
ARTFUL DESIGNS Total					234.00
AUTOZONE PARTS, INC.	635570872	2405741	260665	6/26/2024	67.98
AUTOZONE PARTS, INC. Total					67.98
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON	2763	(blank)	48550	6/13/2024	45.50
	5470	(blank)	48550	6/13/2024	312.50
	45444	(blank)	48040	6/13/2024	1,093.97
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON Total					1,451.97
B & B AWARDS & RECOGNITION	20054326	(blank)	48592	7/8/2024	39.00

Expenditure Summary Report

From Date: 6/13/2024
To Date: 7/16/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
B & B AWARDS & RECOGNITION	**20054221**	(blank)	**48574**	6/26/2024	670.00
B & B AWARDS & RECOGNITION Total					**709.00**
BABY FOLD	**18569**	2405827	**260666**	6/26/2024	7,908.66
	18645	2405824	**260666**	6/26/2024	7,083.34
	18568	2405827	**260666**	6/26/2024	7,908.66
	18570	2405827	**260666**	6/26/2024	7,999.38
	18571	2405827	**260666**	6/26/2024	7,999.38
	18572	2405827	**260666**	6/26/2024	7,908.66
	18573	2405827	**260666**	6/26/2024	7,908.66
	18574	2405827	**260666**	6/26/2024	7,908.66
	18575	2405827	**260666**	6/26/2024	7,908.66
	18576	2405827	**260666**	6/26/2024	7,908.66
	18577	2405827	**260666**	6/26/2024	7,908.66
	18578	2405827	**260666**	6/26/2024	7,908.66
	18579	2405827	**260666**	6/26/2024	7,908.66
	18580	2405827	**260666**	6/26/2024	7,999.38
BABY FOLD Total					**110,168.08**
BAUER CROPS & CATTLE	**1115**	(blank)	**48575**	6/26/2024	33.00
BAUER CROPS & CATTLE Total					**33.00**
BELKOWSKI, LAURA MARIE	**PAYROLL HELP JUNE**	(blank)	**260559**	6/26/2024	800.00
BELKOWSKI, LAURA MARIE Total					**800.00**
BENNETT ELECTRONICS	**36499**	2404935	**260667**	6/26/2024	1,243.00
	36498	2405731	**260667**	6/26/2024	708.00
	36480	2405654	**260667**	6/26/2024	547.00
	36481	2405655	**260667**	6/26/2024	708.00
BENNETT ELECTRONICS Total					**3,206.00**
BENNETT, SUSAN C	**V73862184**	(blank)	**1921**	6/14/2024	94.12
BENNETT, SUSAN C Total					**94.12**
BENNETT, TARA MARIE	**MILES202405**	(blank)	**260560**	6/26/2024	19.77
BENNETT, TARA MARIE Total					**19.77**
BIRDITT, JEROME	**Camp Coach 2024**	(blank)	**48593**	7/8/2024	216.00
			48576	6/26/2024	-
	Camp Coach 2024-1	(blank)	**48576**	6/26/2024	-
BIRDITT, JEROME Total					**216.00**
BIRKEY'S FARM STORE	**W33007**	2405610	**260668**	6/26/2024	921.69
	P60155	2405610	**260668**	6/26/2024	(50.00)
BIRKEY'S FARM STORE Total					**871.69**
BLOOMINGTON AUTOMOTIVE REPAIR INC.	**1235**	2405646	**260669**	6/26/2024	2,545.00
BLOOMINGTON AUTOMOTIVE REPAIR INC. Total					**2,545.00**
BLOOMINGTON NORMAL OFFICIALS ASSOCIATION	**20240620**	(blank)	**48065**	6/26/2024	7,840.00
BLOOMINGTON NORMAL OFFICIALS ASSOCIATION Total					**7,840.00**
BLUE CROSS BLUE SHIELD OF ILLINOIS	**3.83162E+11**	(blank)	**0**	7/2/2024	366,349.42
	3.83163E+11	(blank)	**0**	6/26/2024	355,346.82
	3.83165E+11	(blank)	**0**	6/18/2024	392,357.26
BLUE CROSS BLUE SHIELD OF ILLINOIS Total					**1,114,053.50**
BLUE SPRINGS, INC.	**47644**	2500033	**260778**	7/3/2024	275.00
	47677	2405754	**260670**	6/26/2024	555.00

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BLUE SPRINGS, INC. Total					**830.00**
BOOK SYSTEMS	**139149**	2500112	**260779**	7/3/2024	21,712.00
BOOK SYSTEMS Total					**21,712.00**
BORST, KILEY M.	**ILS Worker 23-24**	(blank)	**48551**	6/13/2024	1,020.00
BORST, KILEY M. Total					**1,020.00**
BOSQUEZ, ROBERT J	**MILES202406**	(blank)	**260742**	7/3/2024	149.61
BOSQUEZ, ROBERT J Total					**149.61**
BOVENKERK, KATHERINE J	**REIMBURSEMENT**	2500170	**260780**	7/3/2024	160.00
BOVENKERK, KATHERINE J Total					**160.00**
BRAINPOP LLC	**US510001**	2500129	**260781**	7/3/2024	1,500.00
BRAINPOP LLC Total					**1,500.00**
BROCK SPACK FOOTBALL CAMPS, INC	**Football Camp**	(blank)	**48066**	6/26/2024	2,800.00
	12	(blank)	**48564**	6/21/2024	4,500.00
BROCK SPACK FOOTBALL CAMPS, INC Total					**7,300.00**
BROWN, HAY & STEPHENS	**564809**	2405715	**260672**	6/26/2024	525.00
BROWN, HAY & STEPHENS Total					**525.00**
BROWN'S WRECKER SERVICE INC	**410187**	2405739	**260671**	6/26/2024	145.00
	405006	2405739	**260671**	6/26/2024	145.00
BROWN'S WRECKER SERVICE INC Total					**290.00**
BSN SPORTS	**2 Invoices 7/24**	(blank)	**48594**	7/8/2024	1,935.96
	925989704	2500158	**260782**	7/3/2024	419.92
	925989703	2500159	**260782**	7/3/2024	267.41
	925914305	2500149	**260782**	7/3/2024	2,377.20
	11279062	2500142	**260782**	7/3/2024	8,255.82
	925934841	(blank)	**48067**	6/26/2024	472.26
	925819562	(blank)	**48041**	6/13/2024	1,462.90
	308714819A	2405265	**260673**	6/26/2024	17,754.32
BSN SPORTS Total					**32,945.79**
BULK BOOKSTORE	**172347**	2500024	**260783**	7/3/2024	6,620.80
	172346	2500025	**260783**	7/3/2024	4,983.20
BULK BOOKSTORE Total					**11,604.00**
BURRIS EQUIPMENT	**PS3016754-1**	2405813	**260674**	6/26/2024	518.74
BURRIS EQUIPMENT Total					**518.74**
BUSHUE BACKGROUND SCREENING	**mclean5-20240630**	2500191	**260784**	7/3/2024	3,145.25
	Mclean5vols-20240630	2500192	**260784**	7/3/2024	272.00
	McLean5EHR-20240630	2500193	**260784**	7/3/2024	2,368.00
BUSHUE BACKGROUND SCREENING Total					**5,785.25**
BUSHUE HUMAN RESOURCES, INC.	**11621**	2500195	**260785**	7/3/2024	12,000.00
BUSHUE HUMAN RESOURCES, INC. Total					**12,000.00**
CASEY'S GARDEN CENTER	**582451**	2405798	**260675**	6/26/2024	119.88
	582265	2405798	**260675**	6/26/2024	134.91
	577867	2405798	**260675**	6/26/2024	207.66
	571684	2405798	**260675**	6/26/2024	302.69
CASEY'S GARDEN CENTER Total					**765.14**

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CDW COMPUTER CENTERS, INC	ZR00440478	2405729	260676	6/26/2024	213.56
	ZR00361442	2405722	260676	6/26/2024	221.55
	ZR00449736	2405730	260676	6/26/2024	207.91
	ZR00429767	2405728	260676	6/26/2024	204.99
	ZR00417569	2405727	260676	6/26/2024	211.49
	ZR00405582	2405726	260676	6/26/2024	208.32
	ZR00392030	2405725	260676	6/26/2024	206.87
	ZR00384742	2405724	260676	6/26/2024	204.74
	ZR00370579	2405723	260676	6/26/2024	198.99
CDW COMPUTER CENTERS, INC Total					1,878.42
CENGAGE LEARNING, INC.	84414936	2500010	260786	7/3/2024	5,835.00
	84268577	2405121	260677	6/26/2024	4,437.50
CENGAGE LEARNING, INC. Total					10,272.50
CENTRAL ILLINOIS TRUCKS INC	101P156604	2405664	260678	6/26/2024	681.15
CENTRAL ILLINOIS TRUCKS INC Total					681.15
CHAMPAIGN-FORD REGIONAL OFFICE OF ED. #9	SW6026-AR	2405837	260679	6/26/2024	200.00
CHAMPAIGN-FORD REGIONAL OFFICE OF ED. #9 Total					200.00
CHAMPION TEAMWEAR AR	11638707	(blank)	48565	6/21/2024	441.74
CHAMPION TEAMWEAR AR Total					441.74
CHIEF CITY MECHANICAL, INC	18625	2405834	260680	6/26/2024	7,070.00
	18597	2405634	260680	6/26/2024	400.00
CHIEF CITY MECHANICAL, INC Total					7,470.00
CHILDREN'S DISCOVERY MUSEUM	Parkside Summer Camp	2405744	260681	6/26/2024	435.00
CHILDREN'S DISCOVERY MUSEUM Total					435.00
CI SOLUTIONS	21833	2500026	260787	7/3/2024	1,842.00
CI SOLUTIONS Total					1,842.00
CIRBN, LLC	20825	2500120	260788	7/3/2024	4,389.90
CIRBN, LLC Total					4,389.90
CITY OF BLOOMINGTON	11302	2405832	260682	6/26/2024	8,569.80
CITY OF BLOOMINGTON Total					8,569.80
CITY OF BLOOMINGTON - UTILITIES	1230982	2500073	260743	7/3/2024	979.79
	1233165	2500073	260743	7/3/2024	1,199.19
	1233717	2500073	260743	7/3/2024	1,020.18
	1234005	2500073	260743	7/3/2024	1,087.14
	1224767	2400011	260561	6/26/2024	1,077.21
	1224824	2400011	260561	6/26/2024	1,770.16
CITY OF BLOOMINGTON - UTILITIES Total					7,133.67
CLEAN THE UNIFORM COMPANY	32273894	2400201	260683	6/26/2024	76.02
	32272313	2400201	260683	6/26/2024	76.02
	32270690	2400201	260683	6/26/2024	76.02
	32269098	2400201	260683	6/26/2024	76.02
CLEAN THE UNIFORM COMPANY Total					304.08
COMMERCE BANK - COMMERCIAL CARDS	NICA-1228-20240617	(blank)	0	7/8/2024	246.62
	CURB-3555-20240617	2500200	0	7/8/2024	67.45
	MART-4494-20240617	2500200	0	7/8/2024	735.45
	OXAR-8856-20240617	2500240	0	7/8/2024	209.07
	PALM-1194-20240617	2500222	0	7/8/2024	6,461.86

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COMMERCE BANK - COMMERCIAL CARDS	**RILE-3787-20240617**	2500223	**0**	7/8/2024	55.92
	ZBRO-7828-20240617	2500079	**0**	7/8/2024	6,890.70
	KEAR-7294-20240617	2500151	**0**	7/8/2024	1,328.07
	FRAN-5999-20240617	2500094	**0**	7/8/2024	309.82
	CODR-4075-20240617	2500096	**0**	7/8/2024	580.42
	TEMP-5124-20240617	2500148	**0**	7/8/2024	2,602.09
	PETE-3753-20240617	2500130	**0**	7/8/2024	1,453.36
	ELLI-7313-20240617	2500086	**0**	7/8/2024	189.81
	ADEL-7777-20240617	2500201	**0**	7/8/2024	3,851.29
	REWE-0094-20240617	2500186	**0**	7/8/2024	345.46
	STAN-4051-20240617..	2500174	**0**	7/8/2024	9,516.81
	KEND-6613-20240617	2500081	**0**	7/8/2024	265.04
	SARG-5504-20240617	2500080	**0**	7/8/2024	271.96
	LAMB-1341-20240617	2500108	**0**	7/8/2024	7,190.72
	HILL-5932-20240617	2500138	**0**	7/8/2024	87.15
	RICH-0715-20240617	2500169	**0**	7/8/2024	293.55
	BROW-3472-20240617	2500194	**0**	7/8/2024	8,367.22
	COOP-2498-20240617.	2500092	**0**	7/8/2024	206.28
	BACK-9856-20240617.	2500095	**0**	7/8/2024	10,230.64
	LAMB-7537-20240617	2500123	**0**	7/8/2024	2,400.00
	SHEL-8505-20240617	2500133	**0**	7/8/2024	580.00
	LAMB-1341-20240617.1	2500137	**0**	7/8/2024	100.00
	COOP-2498-20240617	2500077	**0**	7/8/2024	4,309.07
	BACK-9856-20240617	2500078	**0**	7/8/2024	570.28
	LAMB-7537-20240617.	2500103	**0**	7/8/2024	419.88
	STAN-4051-20240617	2500157	**0**	7/8/2024	518.89
	COOP-2498-20240617..	2500093	**0**	7/8/2024	160.60
	CHAP-8793-20240617	2500097	**0**	7/8/2024	5,187.29
	LAMB-1341-20240617.	2500107	**0**	7/8/2024	618.14
	STAN-4051-20240617.	2500154	**0**	7/8/2024	869.70
	WEBB-7756-20240617	2500082	**0**	7/8/2024	1,766.53
	PENN-4743-20240617	2500104	**0**	7/8/2024	976.42
	VOGE-3494-20240617	(blank)	**0**	7/8/2024	(450.00)
COMMERCE BANK - COMMERCIAL CARDS Total					**79,783.56**
CONFIDENTIAL ON-SITE PAPER SHREDDIN	**150126**	2500032	**260789**	7/3/2024	50.28
	149797	2405675	**260684**	6/26/2024	913.29
	149788	2405512	**260684**	6/26/2024	118.02
CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					**1,081.59**
CONNOR CO	**S010934820.001**	2405809	**260685**	6/26/2024	87.45
	S010933588.001	2405809	**260685**	6/26/2024	110.85
	S010931735.001	2405809	**260685**	6/26/2024	49.42
	S010931745.001	2405809	**260685**	6/26/2024	1,435.20
	S010921549.001	2405809	**260685**	6/26/2024	116.45
	S010921553.001	2405809	**260685**	6/26/2024	421.28
	S010930087.001	2405809	**260685**	6/26/2024	121.33
	S010922882.001	2405809	**260685**	6/26/2024	568.17
	S010920114.001	2405809	**260685**	6/26/2024	83.57
	S010917668.001	2405809	**260685**	6/26/2024	211.16
	S010910479.001	2405606	**260685**	6/26/2024	128.91
	S010900805.001	2405606	**260685**	6/26/2024	251.25
	S010900847.001	2405606	**260685**	6/26/2024	47.11
	S010898109.001	2405606	**260685**	6/26/2024	4,775.81
	S010902622.001	2405606	**260685**	6/26/2024	114.52
	S010902920.001	2405606	**260685**	6/26/2024	7.80
	S010886885.001	2405606	**260685**	6/26/2024	911.61
	S010897524.001	2405606	**260685**	6/26/2024	461.10
	S010886697.001	2405606	**260685**	6/26/2024	1,235.95

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CONNOR CO	S010886739.001	2405606	260685	6/26/2024	6,630.87
	S010897490.001	2405606	260685	6/26/2024	46.85
	S010891339.001	2405606	260685	6/26/2024	538.94
	S010892252.001	2405606	260685	6/26/2024	478.40
	S010892913.001	2405606	260685	6/26/2024	282.16
	S010892916.001	2405606	260685	6/26/2024	213.07
CONNOR CO Total					19,329.23
CONRAD SHEET METAL CO	64430	2405607	260686	6/26/2024	88.22
	64439	2405607	260686	6/26/2024	111.60
CONRAD SHEET METAL CO Total					199.82
CORN BELT ENERGY CORPORATION	V914053	2400003	260650	6/26/2024	114,413.05
CORN BELT ENERGY CORPORATION Total					114,413.05
CRESCENT ELECTRIC SUPPLY CO	S512430452.001	2405808	260687	6/26/2024	121.11
	S512433981.001	2405808	260687	6/26/2024	60.52
	S512329973.002	2405836	260687	6/26/2024	69.13
	S512432973.001	2405808	260687	6/26/2024	45.22
	S512420351.002	2405808	260687	6/26/2024	436.05
	S512422436.001	2405808	260687	6/26/2024	389.89
	S512420351.001	2405808	260687	6/26/2024	195.75
	S512420412.001	2405808	260687	6/26/2024	35.40
	S512346652.001	2405608	260687	6/26/2024	143.13
CRESCENT ELECTRIC SUPPLY CO Total					1,496.20
CRICK SOFTWARE, INC.	28382	2405462	260688	6/26/2024	11,250.00
CRICK SOFTWARE, INC. Total					11,250.00
CROSS, LYNN	June 24th Official 1	(blank)	48054	6/20/2024	75.00
	June 17th Official 1	(blank)	48042	6/13/2024	75.00
CROSS, LYNN Total					150.00
CROWDER, SARAH A	Reimburse ROE #17	2500134	260790	7/3/2024	450.00
CROWDER, SARAH A Total					450.00
CUMULUS MEDIA-BLOOMINGTON	BB4013371	2405747	260689	6/26/2024	35.00
	BB4013298	2405811	260689	6/26/2024	210.00
CUMULUS MEDIA-BLOOMINGTON Total					245.00
CUNNINGHAM CHILDREN'S HOME	7988	2405687	260690	6/26/2024	6,697.08
CUNNINGHAM CHILDREN'S HOME Total					6,697.08
DEARBORN NATIONAL LIFE INSURANCE CO	V851360	(blank)	7269	6/14/2024	214,668.19
DEARBORN NATIONAL LIFE INSURANCE CO Total					214,668.19
DELRAY SYSTEMS LLC	INV-7403	2405806	260791	7/3/2024	8,799.52
DELRAY SYSTEMS LLC Total					8,799.52
DEXTER DISTRIBUTION GROUP LLC	INV-100395821	2405762	260691	6/26/2024	150.08
DEXTER DISTRIBUTION GROUP LLC Total					150.08
DIAZ, MARIANELA	Reimbursement.	2405657	260692	6/26/2024	88.68
	MILES202404	(blank)	260562	6/26/2024	115.11
	MILES202405	(blank)	260562	6/26/2024	227.40
DIAZ, MARIANELA Total					431.19
DICKEN, DOUGLAS R	Clothing allowance	2405648	260693	6/26/2024	192.13
DICKEN, DOUGLAS R Total					192.13

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DISCOVERY EDUCATION, INC.	CINV-137612	2500118	260792	7/3/2024	6,000.00
	Dreambox Math Advanc	2405805	260654	6/26/2024	14,625.00
DISCOVERY EDUCATION, INC. Total					20,625.00
Dizon, Regino Manalang	5/22/24 Scholastic	(blank)	48552	6/13/2024	100.00
Dizon, Regino Manalang Total					100.00
DON OWEN TIRE SERVICE, INC	332113	2405736	260694	6/26/2024	50.00
	333436	2405740	260694	6/26/2024	130.65
	333437	2405740	260694	6/26/2024	243.22
	257310	2405736	260694	6/26/2024	45.75
	332673	2405736	260694	6/26/2024	29.15
	332377	2405736	260694	6/26/2024	59.14
DON OWEN TIRE SERVICE, INC Total					557.91
DUNN, ADAM	ILS Worker 23-24	(blank)	48553	6/13/2024	855.00
DUNN, ADAM Total					855.00
EDMENTUM	INV3232606	2405745	260695	6/26/2024	650.00
EDMENTUM Total					650.00
EMBRACE EDUCATION	16549	2500183	260793	7/3/2024	12,168.18
	15545	2500182	260793	7/3/2024	32,916.00
EMBRACE EDUCATION Total					45,084.18
EMERICK, DREW MATHEW	Summer Gift Cards	(blank)	48076	6/28/2024	160.00
	Tennis Camp Items 24	(blank)	48068	6/26/2024	45.34
EMERICK, DREW MATHEW Total					205.34
ENGLER CALLAWAY BAASTEN & SRAGA, LLC	33574	2405677	260696	6/26/2024	500.00
ENGLER CALLAWAY BAASTEN & SRAGA, LLC Total					500.00
EVERGREEN FS	34254120	2405797	260697	6/26/2024	23.20
	34253128	2405797	260697	6/26/2024	19.50
EVERGREEN FS Total					42.70
EVERGREEN RACQUET CLUB	June 2024 Statement	(blank)	48077	6/28/2024	40.00
	45445	(blank)	48554	6/13/2024	220.00
EVERGREEN RACQUET CLUB Total					260.00
FARM & FLEET OF BLOOMINGTON	1626	2405812	260698	6/26/2024	35.98
	6057	2405812	260698	6/26/2024	43.98
	6017	2405812	260698	6/26/2024	57.48
	5830	2405812	260698	6/26/2024	63.96
	5727	2405812	260698	6/26/2024	82.19
	5523	2405812	260698	6/26/2024	61.51
	5150	2405609	260698	6/26/2024	67.96
	4903	2405609	260698	6/26/2024	23.98
	4905	2405609	260698	6/26/2024	199.98
	4742	2405609	260698	6/26/2024	14.28
	4706	2405609	260698	6/26/2024	34.46
	4595	2405609	260698	6/26/2024	15.47
FARM & FLEET OF BLOOMINGTON Total					701.23
FASTENAL COMPANY	ILBLM494100	2405795	260699	6/26/2024	32.66
	ILBLM493631	2405605	260699	6/26/2024	184.73
FASTENAL COMPANY Total					217.39

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FASTSIGNS	42764	(blank)	48566	6/21/2024	210.00
	42924	(blank)	48055	6/20/2024	22.50
	V55490676	(blank)	25171	6/14/2024	92.50
FASTSIGNS Total					325.00
FEENEY, DAVID GEORGE	Reimb June 2024	(blank)	48595	7/8/2024	1,273.01
	Buttons and lunch	(blank)	48577	6/26/2024	228.62
FEENEY, DAVID GEORGE Total					1,501.63
FELA, CATE M	ILS Worker 23-24	(blank)	48555	6/13/2024	705.00
FELA, CATE M Total					705.00
FINCHAM, NATHAN C	Leadership Group	(blank)	48043	6/13/2024	241.30
FINCHAM, NATHAN C Total					241.30
FIRST STUDENT	11985611	2405845	260734	6/26/2024	1,297,125.83
	11960319	2405821	260700	6/26/2024	1,247,670.93
FIRST STUDENT Total					2,544,796.76
FOLLETT CONTENT SOLUTIONS, LLC	413400F	2500084	260794	7/3/2024	19,971.78
	396675F	2405148	260794	7/3/2024	6,026.42
	332345F	2403481	260701	6/26/2024	877.28
FOLLETT CONTENT SOLUTIONS, LLC Total					26,875.48
FOREST, ELIZABETH	ILS Worker 23-24	(blank)	48556	6/13/2024	127.50
FOREST, ELIZABETH Total					127.50
FORSYTH INSURANCE GROUP, INC	1351	2405828	260702	6/26/2024	13,698.00
FORSYTH INSURANCE GROUP, INC Total					13,698.00
FREEMAN, MATTHEW GREGORY	June 24th Official 2	(blank)	48056	6/20/2024	75.00
	June 17th Official 2	(blank)	48044	6/13/2024	75.00
FREEMAN, MATTHEW GREGORY Total					150.00
FRONTIER	V136257	2500075	260735	7/3/2024	439.79
	V279704	2500075	260735	7/3/2024	4,188.78
FRONTIER Total					4,628.57
FRONTLINE TECHNOLOGIES GROUP, LLC.	INVUS202883	2405749	260703	6/26/2024	22,879.82
FRONTLINE TECHNOLOGIES GROUP, LLC. Total					22,879.82
FS CUSTOM TURF	2024 Lawn Prg NCWHS	2500143	260795	7/3/2024	7,043.75
FS CUSTOM TURF Total					7,043.75
FURTHER	41037949	(blank)	0	6/26/2024	21,053.54
	41030335	(blank)	0	6/18/2024	15,241.80
	V77269441	(blank)	0	6/17/2024	4,424.98
	V11062794	(blank)	0	6/18/2024	5.00
	16947722	(blank)	0	6/21/2024	2,548.00
FURTHER Total					43,273.32
GOPHER LEARNING	OR389909	2405019	260796	7/3/2024	2,596.92
GOPHER LEARNING Total					2,596.92
GORDON FOOD SERVICE, INC	9011288606	2500187	260797	7/3/2024	276.20
	9011288613	2500187	260797	7/3/2024	5,805.49
	9011203588	2500185	260797	7/3/2024	1,951.74
	9011119365	2405841	260797	7/3/2024	1,133.14
	9010972300	2405831	260704	6/26/2024	6,122.92

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GORDON FOOD SERVICE, INC	9010886971	2405831	260704	6/26/2024	53.70
	9010886972	2405831	260704	6/26/2024	680.60
	9010734762	2405833	260704	6/26/2024	845.84
	9010734763	2405833	260704	6/26/2024	4,752.06
	9010640168	2405682	260704	6/26/2024	511.90
	9010640169	2405682	260704	6/26/2024	287.80
	9010640170	2405682	260704	6/26/2024	197.29
	9010574342	2405682	260704	6/26/2024	154.32
	9010574343	2405682	260704	6/26/2024	774.10
	9010574344	2405682	260704	6/26/2024	154.45
	9010492723	2405682	260704	6/26/2024	6,757.01
	9010492724	2405682	260704	6/26/2024	1,015.44
	2001250587	2405682	260704	6/26/2024	(71.61)
	9009619985	2405682	260704	6/26/2024	27.51
	9009621698	2405682	260704	6/26/2024	772.92
	9009424987	2405682	260704	6/26/2024	1,210.42
	9009424990	2405682	260704	6/26/2024	25.72
	9009362075	2405682	260704	6/26/2024	186.96
	CB-258430	2405682	260704	6/26/2024	28.64
	CK258377	2405682	260704	6/26/2024	(28.64)
	CB-257630	2405682	260704	6/26/2024	85.56
GORDON FOOD SERVICE, INC Total					**33,711.48**
GOTSCHALL, HEATHER L	Various items	(blank)	48578	6/26/2024	1,475.56
	Reimb 6/14/24	(blank)	48567	6/21/2024	319.70
GOTSCHALL, HEATHER L Total					**1,795.26**
GRAINGER PARTS OPERATIONS WW GRAING	9124465098	2405793	260705	6/26/2024	220.98
	9125171166	2405793	260705	6/26/2024	153.95
GRAINGER PARTS OPERATIONS WW GRAING Total					**374.93**
GRAND STAGE COMPANY	0355688-IN	2405757	260706	6/26/2024	16,987.00
GRAND STAGE COMPANY Total					**16,987.00**
GREENWOOD, SHEILA	JUNE2024PAY HR	(blank)	260744	7/3/2024	1,881.00
GREENWOOD, SHEILA Total					**1,881.00**
GREIF BOLTON, JENNIFER L	REIMBURSEMENT	2405519	260707	6/26/2024	85.00
GREIF BOLTON, JENNIFER L Total					**85.00**
GROWING GROUNDS	428578	2405794	260708	6/26/2024	111.96
	427378	2405796	260708	6/26/2024	68.62
	427131	2405796	260708	6/26/2024	364.39
	426854	2405796	260708	6/26/2024	265.00
	426955	2405796	260708	6/26/2024	77.29
	426780	2405796	260708	6/26/2024	298.17
	425188	2405796	260708	6/26/2024	368.96
	425307	2405796	260708	6/26/2024	183.48
	422930	2405796	260708	6/26/2024	582.84
	422249	2405796	260708	6/26/2024	275.09
	418458	2405796	260708	6/26/2024	77.26
	411533	2405640	260708	6/26/2024	1,743.12
	410099	2405640	260708	6/26/2024	47.57
	410106	2405640	260708	6/26/2024	25.49
	409262	2405640	260708	6/26/2024	366.26
	407229	2405640	260708	6/26/2024	103.62
	407150	2405640	260708	6/26/2024	186.99
	407151	2405640	260708	6/26/2024	135.99
	407087	2405640	260708	6/26/2024	66.25

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GROWING GROUNDS Total					**5,348.35**
GRUBIC, ANGELA MARIE	**CONFREMB0410-041324**	(blank)	**260563**	6/26/2024	209.00
GRUBIC, ANGELA MARIE Total					**209.00**
HAFERMANN, EDUARD P	**MILES202401**	(blank)	**260564**	6/26/2024	40.27
	MILES202402	(blank)	**260564**	6/26/2024	28.88
	MILES202404	(blank)	**260564**	6/26/2024	32.09
	MILES202405	(blank)	**260564**	6/26/2024	36.78
	Showcase Posters	(blank)	**48078**	6/28/2024	34.93
	Showcase Admissions	(blank)	**48069**	6/26/2024	1,000.00
	Team meal June 2024	(blank)	**48075**	6/26/2024	155.95
HAFERMANN, EDUARD P Total					**1,328.90**
HARMON, KIMBERLY ANN	**CONFREMB0314031524**	(blank)	**260565**	6/26/2024	200.00
HARMON, KIMBERLY ANN Total					**200.00**
HARRIS, ELIZABETH RAE	**Reimb June 2024**	(blank)	**48596**	7/8/2024	221.91
HARRIS, ELIZABETH RAE Total					**221.91**
HASTY AWARDS	**4243468**	(blank)	**48557**	6/13/2024	235.60
HASTY AWARDS Total					**235.60**
HAWKINS, CHRISTOPHER	**Coaches Meal**	(blank)	**48070**	6/26/2024	67.00
HAWKINS, CHRISTOPHER Total					**67.00**
HAWKINS, INC.	**6773651**	2405792	**260709**	6/26/2024	1,630.35
	6773652	2405792	**260709**	6/26/2024	1,362.16
	6751099	2405637	**260709**	6/26/2024	2,479.04
	6751100	2405637	**260709**	6/26/2024	2,502.68
HAWKINS, INC. Total					**7,974.23**
HEALTH ALLIANCE MEDICAL PLANS	**00366-024**	2405717	**260710**	6/26/2024	96,126.00
HEALTH ALLIANCE MEDICAL PLANS Total					**96,126.00**
HEARTSPRING	**17244**	2405656	**260711**	6/26/2024	26,360.43
HEARTSPRING Total					**26,360.43**
HEINEMANN	**956053615**	2500038	**260798**	7/3/2024	7,290.00
	956051736	2500034	**260798**	7/3/2024	4,208.76
	956051737	2500035	**260798**	7/3/2024	4,208.76
	956051739	2500036	**260798**	7/3/2024	4,208.76
	956051735	2500037	**260798**	7/3/2024	4,532.76
	956051738	2500039	**260798**	7/3/2024	7,290.00
	956049252	2405573	**260712**	6/26/2024	6,518.40
	956049253	2405574	**260712**	6/26/2024	6,518.40
	956049251	2405575	**260712**	6/26/2024	6,518.40
	956049250	2405576	**260712**	6/26/2024	6,518.40
	956049246	2405577	**260712**	6/26/2024	6,518.40
	956049247	2405578	**260712**	6/26/2024	6,518.40
	956049248	2405579	**260712**	6/26/2024	6,518.40
	956047068	2405580	**260712**	6/26/2024	1,448.39
	956049242	2405581	**260712**	6/26/2024	1,448.39
	956049241	2405582	**260712**	6/26/2024	1,448.39
	956049243	2405583	**260712**	6/26/2024	1,448.39
	956049244	2405584	**260712**	6/26/2024	1,448.39
	956049249	2405585	**260712**	6/26/2024	1,448.39
	956049245	2405586	**260712**	6/26/2024	1,448.39
	956043063	2405550	**260712**	6/26/2024	3,899.71

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HEINEMANN Total					**91,406.28**
HELLER FORD	**5107374**	2405645	**260713**	6/26/2024	76.84
HELLER FORD Total					**76.84**
HERITAGE MACHINE & WELDING INC	**52007**	2405638	**260714**	6/26/2024	386.80
HERITAGE MACHINE & WELDING INC Total					**386.80**
HILL, SHANE PADRAIC	**MILES202404**	(blank)	**260566**	6/26/2024	336.88
HILL, SHANE PADRAIC Total					**336.88**
HOHULIN BRO FENCE CO,LTD	**24132TH**	2405639	**260715**	6/26/2024	3,100.00
HOHULIN BRO FENCE CO,LTD Total					**3,100.00**
HOPE SCHOOL	**SINV007577**	2405698	**260716**	6/26/2024	9,007.52
	SINV007228	2405807	**260716**	6/26/2024	9,005.24
	SINV007016	2405807	**260716**	6/26/2024	10,594.40
	SINV006805	2405807	**260716**	6/26/2024	10,594.40
	SINV006543	2405807	**260716**	6/26/2024	5,652.52
	SINV006339	2405807	**260716**	6/26/2024	3,984.40
	SINV006135	2405807	**260716**	6/26/2024	5,692.00
	SINV005918	2405807	**260716**	6/26/2024	5,976.60
HOPE SCHOOL Total					**60,507.08**
IADA	**24-25 Dues**	(blank)	**48597**	7/8/2024	130.00
IADA Total					**130.00**
IDEAL ENVIRONMENTAL ENGINEERING, IN	**64020**	2405790	**260717**	6/26/2024	1,156.45
	63969	2405636	**260717**	6/26/2024	893.76
	63950	2405636	**260717**	6/26/2024	2,036.00
IDEAL ENVIRONMENTAL ENGINEERING, IN Total					**4,086.21**
ILLINOIS ART STATION	**33**	2405688	**260718**	6/26/2024	560.00
ILLINOIS ART STATION Total					**560.00**
ILLINOIS ASSOCIATION OF SCHOOL BOARDS	**436862**	2405690	**260719**	6/26/2024	7,300.00
	436239	2405689	**260719**	6/26/2024	15,013.00
ILLINOIS ASSOCIATION OF SCHOOL BOARDS Total					**22,313.00**
ILLINOIS OIL MARKETING EQUIPMENT, I	**50591**	2405662	**260720**	6/26/2024	306.60
	49489	2405662	**260720**	6/26/2024	425.60
ILLINOIS OIL MARKETING EQUIPMENT, I Total					**732.20**
ILLINOIS PRINCIPALS ASSOC	**24-25 IPA MEMBERSHIP**	2405679	**260655**	6/26/2024	339.00
ILLINOIS PRINCIPALS ASSOC Total					**339.00**
ILLINOIS SCHOOL FOR THE DEAF	**ISD05312024EH**	2405696	**260721**	6/26/2024	4,096.08
	Student Transportati	2405696	**260721**	6/26/2024	72.00
ILLINOIS SCHOOL FOR THE DEAF Total					**4,168.08**
INCE, ALEX	**Camp Coach**	(blank)	**48579**	6/26/2024	96.00
INCE, ALEX Total					**96.00**
INFINITE CAMPUS	**V49993758**	(blank)	**0**	6/28/2024	61.83
	V93753618	(blank)	**0**	6/27/2024	9.98
	V80486044	(blank)	**0**	6/26/2024	13.37
	V28637405	(blank)	**0**	6/25/2024	64.15
	V17770704	(blank)	**0**	6/21/2024	8.21
	V26701612	(blank)	**0**	6/20/2024	22.53

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INFINITE CAMPUS	V60816403	(blank)	0	6/18/2024	65.30
	V53906912	(blank)	0	6/14/2024	30.38
	V50933458	(blank)	0	6/13/2024	15.85
INFINITE CAMPUS Total					291.60
INTERSTATE ALL BATTERY CENTER	1.9004E+12	2405761	260722	6/26/2024	35.10
	1.9004E+12	2405734	260722	6/26/2024	173.34
	1.9004E+12	2405761	260722	6/26/2024	76.49
	1.9004E+12	2405761	260722	6/26/2024	161.85
INTERSTATE ALL BATTERY CENTER Total					446.78
INTERSTATE BILLING SERV, INC	3037395023	2405665	260723	6/26/2024	266.98
INTERSTATE BILLING SERV, INC Total					266.98
IRON MOUNTAIN	JNNG32	2500199	260799	7/3/2024	4,700.08
IRON MOUNTAIN Total					4,700.08
ISU EVENT MANAGEMENT	Ap Exams Pay Lot May	(blank)	48558	6/13/2024	56.00
ISU EVENT MANAGEMENT Total					56.00
ISU STUDENT ACCOUNTS	StudId: 1001203326	2405620	260724	6/26/2024	3,985.70
ISU STUDENT ACCOUNTS Total					3,985.70
J SPENCER CONSTRUCTION LLC	2098	2405635	260725	6/26/2024	714.00
J SPENCER CONSTRUCTION LLC Total					714.00
J&D AUTO BODY INC.	18440212	2405666	260726	6/26/2024	1,880.79
	18440358	2405666	260726	6/26/2024	2,865.75
J&D AUTO BODY INC. Total					4,746.54
JMO MODULAR LLC.	37628	2500043	260800	7/3/2024	27,561.43
		2500044	260800	7/3/2024	27,561.43
	37627	2500045	260800	7/3/2024	17,000.00
JMO MODULAR LLC. Total					72,122.86
JOHNSON CONTROLS FIRE PROTECTION LP	24157696	2405789	260727	6/26/2024	4,534.85
JOHNSON CONTROLS FIRE PROTECTION LP Total					4,534.85
JOHNSTONE SUPPLY	7009042	2405788	260728	6/26/2024	1,101.41
	7008959	2405788	260728	6/26/2024	361.02
	7009020	2405788	260728	6/26/2024	1.36
	7008941	2405788	260728	6/26/2024	37.34
	7008143	2405788	260728	6/26/2024	264.31
	7008093	2405788	260728	6/26/2024	34.67
	7007945	2405633	260728	6/26/2024	34.19
	7007846	2405788	260728	6/26/2024	1,518.67
	7007692	2405633	260728	6/26/2024	100.92
	7006386	2405633	260728	6/26/2024	108.22
JOHNSTONE SUPPLY Total					3,562.11
JOSTENS INC.	34324933	(blank)	48045	6/13/2024	178.28
JOSTENS INC. Total					178.28
JOSTENS, INC	34447582	2500099	260801	7/3/2024	34.05
	34418904	2500099	260801	7/3/2024	34.05
JOSTENS, INC Total					68.10
KARDAS, GABRIELLE J	MILES202405	(blank)	260567	6/26/2024	94.34
KARDAS, GABRIELLE J Total					94.34

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KASKASKIA SPECIAL EDUCATION DISTRIC	STMT MAY	2405721	260729	6/26/2024	9,622.00
KASKASKIA SPECIAL EDUCATION DISTRIC Total					9,622.00
KEARFOTT, NICOLAS	Supplies	(blank)	48580	6/26/2024	22.16
KEARFOTT, NICOLAS Total					22.16
KELLY, JENNIFER LYNN	Reimb 2024	(blank)	48568	6/21/2024	319.80
KELLY, JENNIFER LYNN Total					319.80
KEN'S OIL SERVICE, INC.	K546221	2405661	260730	6/26/2024	2,287.20
	K545704	2405661	260730	6/26/2024	2,580.60
	508207322	2405661	260730	6/26/2024	21,169.92
	K545639	2405661	260730	6/26/2024	3,398.99
	K545479	2405661	260730	6/26/2024	3,154.00
	954867	2405661	260730	6/26/2024	21,711.11
	K545357	2405661	260730	6/26/2024	2,229.39
	954182	2405661	260730	6/26/2024	22,160.30
	K545215	2405661	260730	6/26/2024	3,718.75
KEN'S OIL SERVICE, INC. Total					82,410.26
KIRBY RISK CORPORATION	S210359971.001	2405787	260731	6/26/2024	59.14
	S210359971.002	2405787	260731	6/26/2024	76.11
	S210360317.001	2405787	260731	6/26/2024	675.84
KIRBY RISK CORPORATION Total					811.09
KNAPP, RANDALL	June 24th Official 3	(blank)	48057	6/20/2024	75.00
	June 17th Official 3	(blank)	48046	6/13/2024	75.00
KNAPP, RANDALL Total					150.00
KOBEL, SHAWN	JV Banquet	(blank)	48047	6/13/2024	77.91
KOBEL, SHAWN Total					77.91
KOMNICK, NATHAN	Camp Coach 24	(blank)	48581	6/26/2024	750.00
KOMNICK, NATHAN Total					750.00
KONE INC	871378402	2405791	260732	6/26/2024	1,023.06
KONE INC Total					1,023.06
KONOPASEK, CHRISTINE MARIE	Setting targets	(blank)	48569	6/21/2024	1,600.00
KONOPASEK, CHRISTINE MARIE Total					1,600.00
KOSIER, NAOMI RAE	MILES202312	(blank)	260568	6/26/2024	68.38
	MILES202401	(blank)	260568	6/26/2024	38.46
	MILES202402	(blank)	260568	6/26/2024	61.64
	MILES202403	(blank)	260568	6/26/2024	26.06
	MILES202404	(blank)	260568	6/26/2024	46.03
	MILES202405	(blank)	260568	6/26/2024	29.75
KOSIER, NAOMI RAE Total					270.32
KRAFT, MACKENZIE	Reimb flowers/ties	(blank)	48598	7/8/2024	22.98
	Reimb June 2024	(blank)	48598	7/8/2024	697.70
KRAFT, MACKENZIE Total					720.68
KRENZ, KEL LOUIS	REIMBURSEMENT	2500101	260802	7/3/2024	800.00
KRENZ, KEL LOUIS Total					800.00
LANGHORST CONSTRUCTION, INC.	24101	2405759	260569	6/26/2024	3,759.04
LANGHORST CONSTRUCTION, INC. Total					3,759.04

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LARGE UNIT DIST ASSOC (LUDA)	1811	2500074	260745	7/3/2024	4,300.00
LARGE UNIT DIST ASSOC (LUDA) Total					4,300.00
LENOVO INC.	6468180239	2500003	260746	7/3/2024	222,000.00
LENOVO INC. Total					222,000.00
LEWIS, LAWRENCE D	V283891	2500172	260747	7/3/2024	250.70
	V465147	2405659	260570	6/26/2024	149.11
LEWIS, LAWRENCE D Total					399.81
LIGHTY, BERNADETTE PANGANIBAN	MILES202405	(blank)	260571	6/26/2024	77.45
LIGHTY, BERNADETTE PANGANIBAN Total					77.45
LINCOLN PRAIRIE BEHAVIORAL HEALTH C	2021-20038	2405621	260572	6/26/2024	300.00
LINCOLN PRAIRIE BEHAVIORAL HEALTH C Total					300.00
LINDE GAS & EQUIPMENT INC.	43003608	2405632	260573	6/26/2024	89.42
	43024741	2405786	260573	6/26/2024	153.69
LINDE GAS & EQUIPMENT INC. Total					243.11
LIPP, JAMIE R.	6	2405652	260574	6/26/2024	1,000.00
LIPP, JAMIE R. Total					1,000.00
LITERACY RESOURCES, LLC	352084	2405587	260575	6/26/2024	384.48
	352473	2405588	260575	6/26/2024	10,573.20
	351749	2405520	260575	6/26/2024	7,452.00
	350562	2405410	260575	6/26/2024	7,754.40
LITERACY RESOURCES, LLC Total					26,164.08
LKM MOWING & LANDSCAPING	44169	2405631	260576	6/26/2024	692.00
	43741	2405755	260576	6/26/2024	102.00
LKM MOWING & LANDSCAPING Total					794.00
LONG, RILEY	ILS Worker 23-24	(blank)	48559	6/13/2024	802.50
LONG, RILEY Total					802.50
Lotta, Marie	V132310	2500178	260748	7/3/2024	43.03
Lotta, Marie Total					43.03
LUGINBUHL, BENJAMIN	20054085	(blank)	48560	6/13/2024	84.90
LUGINBUHL, BENJAMIN Total					84.90
M & M PUMP, INC	2934	2405780	260577	6/26/2024	212.43
M & M PUMP, INC Total					212.43
MACE, MICHAEL A	Trip items	(blank)	48599	7/8/2024	244.46
MACE, MICHAEL A Total					244.46
MACMILLAN HOLDINGS, LLC	46805257	2405443	260733	6/26/2024	26,036.75
MACMILLAN HOLDINGS, LLC Total					26,036.75
MARCFIRST PEDIATRIC THERAPY	STMT06172024	2500180	260749	7/3/2024	3,101.90
MARCFIRST PEDIATRIC THERAPY Total					3,101.90
MARCOPULOS, ZACHARY	June 17th Official	(blank)	48048	6/13/2024	75.00
MARCOPULOS, ZACHARY Total					75.00
MARK'S PLUMBING PARTS	IN002151986	2405627	260578	6/26/2024	397.70

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MARK'S PLUMBING PARTS Total					**397.70**
MARTIN SULLIVAN INC.	**1705225**	2405663	**260579**	6/26/2024	665.13
	1698121	2405782	**260579**	6/26/2024	243.98
	1695974	2405782	**260579**	6/26/2024	19.98
	1695978	2405782	**260579**	6/26/2024	39.96
	1689939	2405625	**260579**	6/26/2024	70.13
	1685969	2405625	**260579**	6/26/2024	26.74
	1684215	2405625	**260579**	6/26/2024	117.66
	1681414	2405625	**260579**	6/26/2024	69.53
MARTIN SULLIVAN INC. Total					**1,253.11**
MARTIN, JASMINE	**V139380**	2500139	**260750**	7/3/2024	2,400.00
MARTIN, JASMINE Total					**2,400.00**
MATTOCKS, DANNY P	**V157148**	2405649	**260580**	6/26/2024	192.13
MATTOCKS, DANNY P Total					**192.13**
MC LEAN COUNTY GLASS & MIRROR, INC	**58299**	2405783	**260581**	6/26/2024	511.90
	58300	2405783	**260581**	6/26/2024	215.75
	58274	2405783	**260581**	6/26/2024	5,075.00
MC LEAN COUNTY GLASS & MIRROR, INC Total					**5,802.65**
MC MASTER-CARR SUPPLY CO	**28324747**	2405784	**260582**	6/26/2024	334.58
	28269875	2405784	**260582**	6/26/2024	102.33
	28016504	2405784	**260582**	6/26/2024	61.07
	28025827	2405784	**260582**	6/26/2024	355.14
	27515196	2405630	**260582**	6/26/2024	266.84
	26955222	2405623	**260582**	6/26/2024	152.65
	26509300	2405623	**260582**	6/26/2024	101.64
	24316873	2405623	**260582**	6/26/2024	70.77
MC MASTER-CARR SUPPLY CO Total					**1,445.02**
MCBURNEY, TROY A	**V575593**	2405738	**260583**	6/26/2024	192.13
MCBURNEY, TROY A Total					**192.13**
McDannald, John M	**V929413**	2405695	**260584**	6/26/2024	192.13
McDannald, John M Total					**192.13**
MCLEAN CO UNIT DIST NO 5	**V77248703**	(blank)	**0**	6/18/2024	866.96
	100800 June 24	(blank)	**0**	6/28/2024	840.11
	V24668341	(blank)	**0**	6/28/2024	1,656.44
	100800 June 2024	(blank)	**0**	6/28/2024	21,192.19
	May 2024 100800	(blank)	**0**	6/28/2024	25,244.61
	V48741309	(blank)	**0**	6/13/2024	3,441.93
	100800 Through 5/31	(blank)	**0**	6/13/2024	1,547.54
	V30677951	(blank)	**0**	6/28/2024	1,437.15
	5/31 100800 Visa	(blank)	**0**	6/13/2024	9,522.03
MCLEAN CO UNIT DIST NO 5 Total					**65,748.96**
MCLEAN COUNTY ASPHALT CO, INC	**76794**	2405785	**260585**	6/26/2024	414.68
	76690	2405785	**260585**	6/26/2024	130.54
	58231	2405626	**260585**	6/26/2024	211.03
MCLEAN COUNTY ASPHALT CO, INC Total					**756.25**
MCLEAN COUNTY GLASS & MIRROR	**58231**	2405629	**260586**	6/26/2024	475.25
MCLEAN COUNTY GLASS & MIRROR Total					**475.25**
MENDIOLA, JANELLE	**V89558**	2405720	**260587**	6/26/2024	245.00

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MENDIOLA, JANELLE Total					**245.00**
METAMORA TOWNSHIP HIGH SCHOOL	**JV Shootout**	(blank)	**48049**	6/13/2024	50.00
METAMORA TOWNSHIP HIGH SCHOOL Total					**50.00**
METRO FIBERNET LLC	**STMT06082024**	2500135	**260736**	7/3/2024	437.87
	STMT06012024	2405732	**260651**	6/26/2024	7,075.97
METRO FIBERNET LLC Total					**7,513.84**
MIDAMERICAN ENERGY	**12088871**	2500083	**260751**	7/3/2024	55,224.15
MIDAMERICAN ENERGY Total					**55,224.15**
MIDLAND PAPER COMPANY	**IN02237834**	2405489	**260588**	6/26/2024	11,173.11
MIDLAND PAPER COMPANY Total					**11,173.11**
MIDWEST CONSTRUCTION RENTALS	**204383-1**	2405778	**260589**	6/26/2024	131.25
	204752-1	2405778	**260589**	6/26/2024	17.90
	204152-1	2405778	**260589**	6/26/2024	1,163.40
	203578-1	2405628	**260589**	6/26/2024	829.50
	203925-1	2405628	**260589**	6/26/2024	446.25
	202560-1	2405628	**260589**	6/26/2024	682.50
MIDWEST CONSTRUCTION RENTALS Total					**3,270.80**
MIDWEST EQUIPMENT II	**741057**	2405779	**260590**	6/26/2024	254.70
	741112	2405779	**260590**	6/26/2024	96.71
	739321	2405779	**260590**	6/26/2024	299.99
	738009	2405779	**260590**	6/26/2024	29.78
	737618	2405779	**260590**	6/26/2024	73.07
	737621	2405779	**260590**	6/26/2024	24.00
	736584	2405779	**260590**	6/26/2024	191.38
	734678	2405624	**260590**	6/26/2024	54.95
	734681	2405624	**260590**	6/26/2024	147.86
	733785	2405624	**260590**	6/26/2024	39.28
	731585	2405624	**260590**	6/26/2024	174.08
MIDWEST EQUIPMENT II Total					**1,385.80**
MIDWEST MAILING & SHIPPING SYSTEMS,	**P109478**	2500087	**260752**	7/3/2024	432.00
MIDWEST MAILING & SHIPPING SYSTEMS, Total					**432.00**
MIDWEST TRANSIT EQUIPMENT	**V10104830**	2302246	**260557**	6/20/2024	-
	V101014830	2302246	**260558**	6/24/2024	584,747.00
MIDWEST TRANSIT EQUIPMENT Total					**584,747.00**
MILLER JANITOR SUPPLY CO.	**115127**	2405647	**260591**	6/26/2024	563.02
MILLER JANITOR SUPPLY CO. Total					**563.02**
MILLER, HALL & TRIGGS LAW OFFICES	**241**	2405716	**260592**	6/26/2024	1,377.00
MILLER, HALL & TRIGGS LAW OFFICES Total					**1,377.00**
MINERVA PROMOTIONS	**V5238360**	(blank)	**25172**	6/14/2024	880.00
MINERVA PROMOTIONS Total					**880.00**
MODGLIN, MARGARET KATHLEEN	**MILES202404**	(blank)	**260593**	6/26/2024	42.68
	MILES202405	(blank)	**260593**	6/26/2024	30.75
MODGLIN, MARGARET KATHLEEN Total					**73.43**
MORTON, BRYCE ALAN	**V920221**	2405839	**260594**	6/26/2024	179.44
MORTON, BRYCE ALAN Total					**179.44**

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MOTION INDUSTRIES, INC	IL66-01044273	2405781	260595	6/26/2024	37.59
	IL66-01043370	2405781	260595	6/26/2024	17.22
MOTION INDUSTRIES, INC Total					54.81
MULLEN, CURTIS D	V587086	2405819	260596	6/26/2024	180.79
MULLEN, CURTIS D Total					180.79
MUSIC THEATRE INTERNATIONAL	9905358	(blank)	48600	7/8/2024	3,015.00
MUSIC THEATRE INTERNATIONAL Total					3,015.00
MUSTARD, KELLEE ANN	MILES202402	(blank)	260597	6/26/2024	38.99
	MILES202403	(blank)	260597	6/26/2024	21.24
	MILES202404	(blank)	260597	6/26/2024	9.51
	MILES202405	(blank)	260597	6/26/2024	7.84
MUSTARD, KELLEE ANN Total					77.58
MYERS, KYLE A	V973192	2405684	260598	6/26/2024	192.13
MYERS, KYLE A Total					192.13
NCHS ALUMNI FOUNDATION NFP	Past Concessions	(blank)	48561	6/13/2024	224.63
NCHS ALUMNI FOUNDATION NFP Total					224.63
NEGWER MATERIALS INC	NOR 5110197-00	2405777	260599	6/26/2024	7.82
NEGWER MATERIALS INC Total					7.82
NEURORESTORATIVE IL	0524-381373	2405697	260600	6/26/2024	56,382.62
NEURORESTORATIVE IL Total					56,382.62
NICOR GAS	V492834	2500063	260737	7/3/2024	144.18
	V517803	2500063	260737	7/3/2024	53.95
	V843978	2500063	260737	7/3/2024	295.23
	V912301	2500063	260737	7/3/2024	589.89
	V989171	2500063	260737	7/3/2024	632.85
	V785686	2500063	260737	7/3/2024	193.50
NICOR GAS Total					1,909.60
NIKOLANCI, JULIE M	MILES202406	(blank)	260753	7/3/2024	31.49
NIKOLANCI, JULIE M Total					31.49
NORD OUTDOOR POWER CORP	P05716/P05714	2405756	260601	6/26/2024	118.26
NORD OUTDOOR POWER CORP Total					118.26
NORMAL WEST PTO	Booster Payout PTO	(blank)	48050	6/13/2024	115.00
NORMAL WEST PTO Total					115.00
NORTHCUTT, KATY L	V55478342	(blank)	25173	6/14/2024	1,904.00
NORTHCUTT, KATY L Total					1,904.00
OAK BROS TREE CYCLE LLC	1002353077	2405644	260602	6/26/2024	780.00
OAK BROS TREE CYCLE LLC Total					780.00
OLSEN, ALEXANDER	Baseball Camp 8	(blank)	48058	6/20/2024	135.00
OLSEN, ALEXANDER Total					135.00
OSBORN, OWEN	Camp Coach 2024	(blank)	48582	6/26/2024	312.00
OSBORN, OWEN Total					312.00
OSF OCCUPATIONAL HEALTH	00204569-00	2405750	260603	6/26/2024	260.00
	00202225-00	2405751	260603	6/26/2024	425.00

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OSF OCCUPATIONAL HEALTH	00199495-00	2405748	260603	6/26/2024	200.00
	00200112-00	2405830	260603	6/26/2024	260.00
OSF OCCUPATIONAL HEALTH Total					1,145.00
OSTLING, COREY MATTHEW	Intercity Officials	(blank)	48071	6/26/2024	500.00
OSTLING, COREY MATTHEW Total					500.00
PARTS DEPOT	281613	2405774	260604	6/26/2024	749.99
PARTS DEPOT Total					749.99
PARTS TOWN, LLC	2102595087	2405817	260605	6/26/2024	1,195.27
	2102568060	2405817	260605	6/26/2024	1,041.33
	2102519698	2405643	260605	6/26/2024	1,143.84
	2102458125	2405643	260605	6/26/2024	801.75
	2102434274	2405643	260605	6/26/2024	238.65
	2102420120	2405643	260605	6/26/2024	143.71
	2102420121	2405643	260605	6/26/2024	615.22
	2102420122	2405643	260605	6/26/2024	369.76
	2102369392	2405643	260605	6/26/2024	262.99
PARTS TOWN, LLC Total					5,812.52
PENDLETON, TARA D	NLC 24	(blank)	48583	6/26/2024	2,044.00
	SK24	(blank)	48570	6/21/2024	2,962.66
PENDLETON, TARA D Total					5,006.66
PEORIA CO REG.OFC ED.	STMT 6/10/24 PJHS	2405810	260606	6/26/2024	105.00
PEORIA CO REG.OFC ED. Total					105.00
PIONEER VALLEY BOOKS	I267210	2405549	260607	6/26/2024	1,980.00
PIONEER VALLEY BOOKS Total					1,980.00
PONTIAC TWP HSD #90	INV06192024	2500171	260754	7/3/2024	749.00
PONTIAC TWP HSD #90 Total					749.00
PRAIRIE FARMS DAIRY INC	STMT MAY 2024	2405681	260608	6/26/2024	26,754.06
PRAIRIE FARMS DAIRY INC Total					26,754.06
PRAIRIE LAND GOLF CARS	03-36533	2405775	260609	6/26/2024	110.54
PRAIRIE LAND GOLF CARS Total					110.54
PRINCIPAL LIFE INSURANCE-SBD GRAND	STMT05222024	2405718	260652	6/26/2024	5,500.79
PRINCIPAL LIFE INSURANCE-SBD GRAND Total					5,500.79
PROFESSIONAL ELECTRIC MOTOR REPAIR	74630	2405776	260611	6/26/2024	69.32
	74584	2405642	260611	6/26/2024	55.68
PROFESSIONAL ELECTRIC MOTOR REPAIR Total					125.00
PRO-TYPE PRINTING	67381	2405552	260610	6/26/2024	752.00
PRO-TYPE PRINTING Total					752.00
PURITAN SPRINGS	June 13 Statement	(blank)	48072	6/26/2024	30.50
PURITAN SPRINGS Total					30.50
QUADIENT FINANCE USA, INC.	STMT 05/21/24	2500088	260738	7/3/2024	58.95
QUADIENT FINANCE USA, INC. Total					58.95
RATCLIFFE, JEFFERY ALLEN	V303351	2405838	260612	6/26/2024	192.13
RATCLIFFE, JEFFERY ALLEN Total					192.13

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READ'S SPORTING GOODS	Combine Shirts	(blank)	48571	6/21/2024	2,212.00
	B4416 and B4417	(blank)	48059	6/20/2024	51.84
READ'S SPORTING GOODS Total					2,263.84
REALITYWORKS, INC	57568	2405063	260613	6/26/2024	3,473.34
REALITYWORKS, INC Total					3,473.34
RECH, RUDOLPH C	V583502	2405694	260614	6/26/2024	192.13
RECH, RUDOLPH C Total					192.13
REGIONAL OFFICE OF EDUCATION #17	1002500021	2405826	260615	6/26/2024	18,400.00
	1002400703	2405686	260615	6/26/2024	12,300.99
	4002400159	2405591	260615	6/26/2024	326.66
	4002400173	2405685	260615	6/26/2024	69,930.00
	2002400026	2405590	260615	6/26/2024	19,453.50
	1002400687	2405613	260615	6/26/2024	1,235.00
	4002400147	2405658	260615	6/26/2024	16,000.00
	1002400606	2405456	260615	6/26/2024	104,403.20
REGIONAL OFFICE OF EDUCATION #17 Total					242,049.35
RENAISSANCE LEARNING, INC.	INV5324938	2405604	260616	6/26/2024	22,375.00
RENAISSANCE LEARNING, INC. Total					22,375.00
REPUBLIC SERVICES - #368	0368-001107895	2500002	260755	7/3/2024	7,003.64
	0368-001103935.	2405691	260617	6/26/2024	292.62
REPUBLIC SERVICES - #368 Total					7,296.26
RICHARDS BUILDING SUPPLY CO	053-0007211478-001	2405771	260618	6/26/2024	2,394.13
	053-0007217018-001	2405641	260618	6/26/2024	28.00
	053-0007209571-001	2405641	260618	6/26/2024	2,621.68
	053-0007207776-001	2405641	260618	6/26/2024	32.58
	053-0007200630-001	2405641	260618	6/26/2024	2,848.62
	053-0007198754-001	2405641	260618	6/26/2024	39.99
	053-0007182481-001	2405641	260618	6/26/2024	267.06
RICHARDS BUILDING SUPPLY CO Total					8,232.06
RICHARDSON ATHLETICS	42615	2500147	260756	7/3/2024	2,787.09
RICHARDSON ATHLETICS Total					2,787.09
RIDDELL ALL AMERICAN	951911806	2500141	260757	7/3/2024	1,219.62
	952081220	2500150	260757	7/3/2024	2,056.89
	952054803	2500140	260757	7/3/2024	764.38
	60503991	2500140	260757	7/3/2024	4,259.95
	9520215_00	2500141	260757	7/3/2024	1,024.39
	60496650	2500140	260757	7/3/2024	3,065.46
	60495093	2500140	260757	7/3/2024	7,223.45
RIDDELL ALL AMERICAN Total					19,614.14
RILEY, SARA M	MILES202405	(blank)	260619	6/26/2024	53.60
RILEY, SARA M Total					53.60
ROGERS SUPPLY COMPANY INC	BL053695	2405773	260620	6/26/2024	31.25
	BL053167	2405773	260620	6/26/2024	99.31
	BL053659	2405773	260620	6/26/2024	165.29
	BL052971	2405619	260620	6/26/2024	427.71
	BL052778	2405619	260620	6/26/2024	140.48
ROGERS SUPPLY COMPANY INC Total					864.04
RP LUMBER COMPANY, INC	2454874	2405772	260621	6/26/2024	370.74

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RP LUMBER COMPANY, INC	2456798	2405772	260621	6/26/2024	173.79
	2455262	2405772	260621	6/26/2024	89.52
	2455507	2405772	260621	6/26/2024	53.97
	2439699	2405772	260621	6/26/2024	92.96
	2401052	2405772	260621	6/26/2024	162.89
	2378970	2405772	260621	6/26/2024	285.74
	2359869	2405618	260621	6/26/2024	265.49
	2363942	2405772	260621	6/26/2024	214.95
	190715	2405772	260621	6/26/2024	(35.99)
	2331568	2405618	260621	6/26/2024	8.69
	2326569	2405618	260621	6/26/2024	133.73
RP LUMBER COMPANY, INC Total					1,816.48
RUFF, DENNIS A	V662836	2405692	260622	6/26/2024	76.10
RUFF, DENNIS A Total					76.10
RUSSELL, MARCUS	Camp Coach	(blank)	48584	6/26/2024	504.00
RUSSELL, MARCUS Total					504.00
RUYLE, HILARY L	CONFREMB06052024	(blank)	260623	6/26/2024	320.00
RUYLE, HILARY L Total					320.00
S & S BUILDERS HARDWARE CO	582364	2405768	260624	6/26/2024	462.00
	581436	2405670	260624	6/26/2024	8,762.82
	581570	2405670	260624	6/26/2024	1,409.25
	581736	2405670	260624	6/26/2024	397.00
S & S BUILDERS HARDWARE CO Total					11,031.07
SALAZAR, RAMON G	V792309	2405683	260625	6/26/2024	192.13
SALAZAR, RAMON G Total					192.13
SANTANDER LEASING LLC	11208097	2500028	260758	7/3/2024	46,224.00
SANTANDER LEASING LLC Total					46,224.00
SCHOLASTIC INC EDUCATION	61272295	2405562	260626	6/26/2024	2,599.65
	61276063	2405562	260626	6/26/2024	2,599.65
	61261768	2405563	260626	6/26/2024	2,599.65
	61260195	2405562	260626	6/26/2024	2,599.65
	61246859	2405563	260626	6/26/2024	5,199.30
SCHOLASTIC INC EDUCATION Total					15,597.90
SCHOOL SPECIALTY	2.08134E+11	2405522	260627	6/26/2024	260.24
	2.08134E+11	2405548	260627	6/26/2024	272.70
	3.08105E+11	2405282	260627	6/26/2024	2,023.20
SCHOOL SPECIALTY Total					2,556.14
SELECT SCREEN PRINTS	64345	(blank)	48585	6/26/2024	392.00
	64456	(blank)	48585	6/26/2024	674.00
	64369	(blank)	48060	6/20/2024	220.00
	64397	(blank)	48060	6/20/2024	506.25
	64379	(blank)	48051	6/13/2024	344.00
SELECT SCREEN PRINTS Total					2,136.25
SHEMPF, CHARLES HOWARD	June 24th Official 4	(blank)	48061	6/20/2024	75.00
SHEMPF, CHARLES HOWARD Total					75.00
SHERWIN WILLIAMS COMPANY	4389-1	2405769	260628	6/26/2024	224.79
	0151-6	2405769	260628	6/26/2024	1,390.66
	0377-5	2405769	260628	6/26/2024	98.72

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SHERWIN WILLIAMS COMPANY	8319-0	2405769	260628	6/26/2024	182.56
	4063-1	2405769	260628	6/26/2024	68.04
SHERWIN WILLIAMS COMPANY Total					1,964.77
SHIRT TECH	1085	(blank)	48586	6/26/2024	693.00
	1076	(blank)	48562	6/13/2024	864.00
SHIRT TECH Total					1,557.00
SHOWALTER, KAREN R	CONFREMB06122024	(blank)	260629	6/26/2024	299.00
SHOWALTER, KAREN R Total					299.00
SITEONE LANDSCAPE SUPPLY, LLC	142070145-001	2405770	260630	6/26/2024	262.33
SITEONE LANDSCAPE SUPPLY, LLC Total					262.33
SMITH, CONNOR	Camp Coach	(blank)	48587	6/26/2024	432.00
SMITH, CONNOR Total					432.00
SNAP MOBILE, INC.	INV-503171	2500168	260759	7/3/2024	1,250.00
SNAP MOBILE, INC. Total					1,250.00
SPECIALIZED EDUCATION OF ILLINOIS	INV196293	2405823	260631	6/26/2024	5,598.54
	INV194807	2405746	260631	6/26/2024	41,055.96
SPECIALIZED EDUCATION OF ILLINOIS Total					46,654.50
SPORTDECALS, INC	45463	301240011	48572	6/21/2024	2,107.88
SPORTDECALS, INC Total					2,107.88
STARCREST CLEANERS	24149-7015	2500090	260760	7/3/2024	2,681.55
	24151-2515	2500090	260760	7/3/2024	149.52
	24177-6491	2405516	260632	6/26/2024	432.54
	24177-6614	2405516	260632	6/26/2024	2,750.04
STARCREST CLEANERS Total					6,013.65
STRATMAN, ERIC	Summer Camp	(blank)	48062	6/20/2024	1,530.00
STRATMAN, ERIC Total					1,530.00
STUARD & ASSOCIATES, INC	39725	2405760	260633	6/26/2024	412.00
STUARD & ASSOCIATES, INC Total					412.00
STYCK, AMANDA L	CONFREMB2024	(blank)	260634	6/26/2024	1,001.29
STYCK, AMANDA L Total					1,001.29
SUNBELT RENTALS INC	154790383-0001	2405767	260635	6/26/2024	842.96
SUNBELT RENTALS INC Total					842.96
TAYLOR & FRANCIS/CRC PRESS	TO-106608-F	2405622	260636	6/26/2024	81.95
TAYLOR & FRANCIS/CRC PRESS Total					81.95
TEACHERGEEK, INC.	INV-74211	2405840	260761	7/3/2024	4,894.48
TEACHERGEEK, INC. Total					4,894.48
TEAM AUTOMOTIVE AND TIRE	78336874	2405735	260637	6/26/2024	5,263.45
	305170	2405733	260637	6/26/2024	40.00
	7833721	2405735	260637	6/26/2024	549.90
	7833595	2405735	260637	6/26/2024	1,613.06
TEAM AUTOMOTIVE AND TIRE Total					7,466.41
TEAM FITZ GRAPHICS	65278	(blank)	48073	6/26/2024	109.00
TEAM FITZ GRAPHICS Total					109.00

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
TEMPLES, WESLEY G	Phone Accessories	(blank)	48079	6/28/2024	46.96
TEMPLES, WESLEY G Total					46.96
THE MUSIC SHOPPE, INC	3720260	(blank)	48563	6/13/2024	284.96
THE MUSIC SHOPPE, INC Total					284.96
THE OMNI GROUP	2406-7601	2405714	260638	6/26/2024	32.00
	2404-7601	2405714	260638	6/26/2024	32.00
	2403-7601	2405714	260638	6/26/2024	32.00
THE OMNI GROUP Total					96.00
THOMAS, BRYAN	Track Banquet	(blank)	48588	6/26/2024	284.70
THOMAS, BRYAN Total					284.70
T-MOBILE	STMT06262024 HS	2500067	260739	7/3/2024	1,501.83
	STMT06202024 CUST	2500069	260739	7/3/2024	1,243.35
	STMT06212024	2500070	260739	7/3/2024	7,092.57
T-MOBILE Total					9,837.75
TOPPING, ELIZABETH E	Musical reimb 2024	(blank)	48601	7/8/2024	144.90
TOPPING, ELIZABETH E Total					144.90
TOUCHTONE COMMUNICATIONS	3381579	2400013	260639	6/26/2024	440.70
TOUCHTONE COMMUNICATIONS Total					440.70
TOWANDA WATER DEPARTMENT	STMT06262024	2500008	260740	7/3/2024	49.85
TOWANDA WATER DEPARTMENT Total					49.85
TOWN OF NORMAL - UTILITY BILLING	V826602	2500165	260741	7/3/2024	157.88
	V827480	2400010	260653	6/26/2024	90.20
	V303229	2400010	260653	6/26/2024	32,560.22
TOWN OF NORMAL - UTILITY BILLING Total					32,808.30
TRANE U.S. INC.	314568345	2405766	260640	6/26/2024	4,511.00
TRANE U.S. INC. Total					4,511.00
TRI STATE CARPORTS INC	Bleacher Covers	(blank)	48080	7/15/2024	7,794.00
TRI STATE CARPORTS INC Total					7,794.00
TRI-COUNTY SPECIAL EDUCATION	STMT06202024	2500181	260762	7/3/2024	2,036.16
TRI-COUNTY SPECIAL EDUCATION Total					2,036.16
TRILLS & THRILLS MUSIC FESTIVA	STMT04102024	2500089	260763	7/3/2024	525.00
TRILLS & THRILLS MUSIC FESTIVA Total					525.00
TURNER, ANDREW	Baseball Camp 15	(blank)	48063	6/20/2024	250.00
TURNER, ANDREW Total					250.00
TWIN SUPPLIES, LTD.	15281G	2405758	260641	6/26/2024	5,148.47
	15223E	2405758	260641	6/26/2024	17,245.00
	14354H	2405615	260641	6/26/2024	35,882.50
	14366H	2405615	260641	6/26/2024	3,340.34
	14356E	2405615	260641	6/26/2024	2,375.00
	15266E	2405615	260641	6/26/2024	1,280.00
	15967M	2405615	260641	6/26/2024	4,411.30
TWIN SUPPLIES, LTD. Total					69,682.61
TYLER TECHNOLOGIES, INC	025-467379	2500005	260764	7/3/2024	132,554.78

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TYLER TECHNOLOGIES, INC Total					**132,554.78**
ULINE	**178483059**	2405616	**260642**	6/26/2024	5,788.21
ULINE Total					**5,788.21**
UNIFIRST CORPORATION	**STMT06302024**	2500071	**260765**	7/3/2024	933.48
UNIFIRST CORPORATION Total					**933.48**
UNIT 5 DECKER INDUSTRIES	**INV379**	2500098	**260766**	7/3/2024	150.00
UNIT 5 DECKER INDUSTRIES Total					**150.00**
UNIT 5 MUSIC PARENTS	**Deposit Error**	(blank)	**48074**	6/26/2024	715.00
UNIT 5 MUSIC PARENTS Total					**715.00**
VANGUARD ENERGY SERVICES, LLC	**G404551060724**	2500076	**260767**	7/3/2024	15,186.26
VANGUARD ENERGY SERVICES, LLC Total					**15,186.26**
VARSITY SPIRIT	**84403183**	(blank)	**48602**	7/8/2024	95.45
	84403123	302240060	**48064**	6/20/2024	2,181.14
VARSITY SPIRIT Total					**2,276.59**
VERNIER SOFTWARE	**2509028-001**	2405517	**260643**	6/26/2024	613.79
VERNIER SOFTWARE Total					**613.79**
VILLAGE OF CARLOCK.	**2024-1**	2500006	**260768**	7/3/2024	180.00
VILLAGE OF CARLOCK. Total					**180.00**
VISION SERVICE PLAN - (IL)	**820464604**	2405719	**260644**	6/26/2024	3,230.00
VISION SERVICE PLAN - (IL) Total					**3,230.00**
VOEGHTLY, ELIJAH D	**MILES202405**	(blank)	**260769**	7/3/2024	340.08
VOEGHTLY, ELIJAH D Total					**340.08**
WALKER, KOBE	**Camp Coach 2024**	(blank)	**48589**	6/26/2024	552.00
WALKER, KOBE Total					**552.00**
WATTS COPY SYSTEMS, INC. - LEASING	**36884795**	2500066	**260770**	7/3/2024	5,285.85
	36817677	2500127	**260770**	7/3/2024	1,852.95
	36780781	2500065	**260770**	7/3/2024	2,748.46
WATTS COPY SYSTEMS, INC. - LEASING Total					**9,887.26**
WEHMEYER WOOD, CANDICE JOE	**V329908**	2500167	**260771**	7/3/2024	22.49
WEHMEYER WOOD, CANDICE JOE Total					**22.49**
WENGER CORPORATION	**185708**	2405494	**260645**	6/26/2024	30,668.37
WENGER CORPORATION Total					**30,668.37**
WESTMINSTER COLLEGE	**Cafe Food for trip**	(blank)	**48603**	7/8/2024	1,971.36
	Rooms on Campus	(blank)	**48603**	7/8/2024	504.00
WESTMINSTER COLLEGE Total					**2,475.36**
WHERRY MACHINE & WELDING, INC	**154472**	2405764	**260646**	6/26/2024	482.50
WHERRY MACHINE & WELDING, INC Total					**482.50**
WILLIAMS, SARA E	**MILES202402**	(blank)	**260647**	6/26/2024	70.55
	MILES202403	(blank)	**260647**	6/26/2024	70.55
	MILES202405	(blank)	**260647**	6/26/2024	54.27
WILLIAMS, SARA E Total					**195.37**

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WINSUPPLY	**368055 01**	2405763	**260648**	6/26/2024	3,394.05
	368057 01	2405763	**260648**	6/26/2024	514.03
	367515	2405763	**260648**	6/26/2024	1,360.79
	366710	2405763	**260648**	6/26/2024	455.45
WINSUPPLY Total					**5,724.32**
WITZIG, DAVID G	**Drinks for Camp**	(blank)	**48604**	7/8/2024	59.90
WITZIG, DAVID G Total					**59.90**
WITZIG, LILLIAN	**Camp Coach 2024**	(blank)	**48590**	6/26/2024	168.00
WITZIG, LILLIAN Total					**168.00**
WOODRUM BROTHERS EXCAVATING, INC.	**5820**	2405765	**260649**	6/26/2024	840.00
	5810	2405614	**260649**	6/26/2024	1,850.00
WOODRUM BROTHERS EXCAVATING, INC. Total					**2,690.00**
XPERIENCE CHEER, LLC.	**2413618**	(blank)	**48573**	6/21/2024	3,850.00
XPERIENCE CHEER, LLC. Total					**3,850.00**
X-TREME LIGHT AND SOUND	**Sr Video Edit**	(blank)	**48052**	6/13/2024	78.00
X-TREME LIGHT AND SOUND Total					**78.00**
YARD, KAREN JEAN	**V22990173**	(blank)	**1922**	6/24/2024	350.00
YARD, KAREN JEAN Total					**350.00**
ZBROZEK, ADAM W	**Sticky Notes**	(blank)	**48591**	6/26/2024	475.00
ZBROZEK, ADAM W Total					**475.00**
Grand Total					**7,230,997.49**

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Fund	Amount
07	36,295.34
08	1,335,699.67
10	1,729,226.16
20	590,367.43
30	75,621.36
40	3,268,849.05
80	32,378.10
90	16,987.00
99	145,573.38
Grand Total	**7,230,997.49**

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A B HATCHERY	4849	2500341	260805	7/17/2024	132.83
	4829	2500341	260805	7/17/2024	54.97
A B HATCHERY Total					187.80
ACE HARDWARE	592168/5	2500207	260806	7/17/2024	8.99
	592155/5	2500207	260806	7/17/2024	63.57
	592153/5	2500207	260806	7/17/2024	98.96
	592163/5	2500207	260806	7/17/2024	12.22
	592130/5	2500207	260806	7/17/2024	25.18
	592113/5	2500207	260806	7/17/2024	25.18
	592084/5	2500207	260806	7/17/2024	12.49
	592093/5	2500207	260806	7/17/2024	30.59
	592100/5	2500207	260806	7/17/2024	62.83
	592090/5	2500338	260806	7/17/2024	13.49
	591997/5	2500207	260806	7/17/2024	4.60
	592003/5	2500207	260806	7/17/2024	40.45
	591995/5	2500338	260806	7/17/2024	35.09
	591951/5	2500338	260806	7/17/2024	64.40
	591924/5	2500207	260806	7/17/2024	53.49
	591933/5	2500207	260806	7/17/2024	2.15
	591918/5	2500338	260806	7/17/2024	46.75
	591921/5	2500338	260806	7/17/2024	43.66
	591926/5	2500338	260806	7/17/2024	50.07
	591910/5	2500207	260806	7/17/2024	43.49
	591886/5	2500231	260806	7/17/2024	35.95
	591458/5	2500207	260806	7/17/2024	6.81
	591451/5	2500207	260806	7/17/2024	21.75
	591371/5	2500207	260806	7/17/2024	76.99
	591337/5	2500207	260806	7/17/2024	8.99
	591309/5	2500207	260806	7/17/2024	42.54
	591316/5	2500207	260806	7/17/2024	33.28
	591300/5	2500207	260806	7/17/2024	10.40
	591272/5	2500207	260806	7/17/2024	45.88
	591256/5	2500207	260806	7/17/2024	19.99
	591217/5	2500207	260806	7/17/2024	21.59
	591221/5	2500207	260806	7/17/2024	58.08
ACE HARDWARE Total					1,119.90
ADVANCE AUTO PARTS	6.25342E+12	2500224	260807	7/17/2024	43.66
	6.25342E+12	2500208	260807	7/17/2024	23.84
	6.25342E+12	2500224	260807	7/17/2024	129.00
	6.25342E+12	2500208	260807	7/17/2024	5.59
	6.25342E+12	2500224	260807	7/17/2024	692.20
	6.25342E+12	2500224	260807	7/17/2024	207.81
	6.25342E+12	2500208	260807	7/17/2024	(60.00)
	6.25342E+12	2500208	260807	7/17/2024	5.95
	6.25342E+12	2500208	260807	7/17/2024	299.77
	6.25342E+12	2500224	260807	7/17/2024	542.22
	6.25342E+12	2500208	260807	7/17/2024	273.61
	6.25342E+12	2500208	260807	7/17/2024	11.95
	6.25342E+12	2500224	260807	7/17/2024	1,000.00
	6.25342E+12	2500224	260807	7/17/2024	289.19
	6.25342E+12	2500224	260807	7/17/2024	5,335.49
	6.25342E+12	2500208	260807	7/17/2024	48.34
	6.25342E+12	2500208	260807	7/17/2024	46.62
	6.25342E+12	2500208	260807	7/17/2024	214.73
	6.25342E+12	2500224	260807	7/17/2024	539.74
	6.25342E+12	2500224	260807	7/17/2024	11.16
	6.25342E+12	2500224	260807	7/17/2024	12.77

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ADVANCE AUTO PARTS	6.25342E+12	2500208	260807	7/17/2024	83.26
	6.25342E+12	2500208	260807	7/17/2024	126.95
	6.25342E+12	2500208	260807	7/17/2024	22.70
	6.25342E+12	2500224	260807	7/17/2024	271.04
	6.25342E+12	2500208	260807	7/17/2024	86.01
	6.25342E+12	2500224	260807	7/17/2024	74.70
	6.25342E+12	2500224	260807	7/17/2024	184.13
	6.25342E+12	2500224	260807	7/17/2024	43.14
	6.25342E+12	2500224	260807	7/17/2024	76.92
	6.25342E+12	2500208	260807	7/17/2024	243.41
	6.25342E+12	2500208	260807	7/17/2024	49.66
	6.25342E+12	2500208	260807	7/17/2024	184.68
	6.25342E+12	2500224	260807	7/17/2024	126.30
	6.25342E+12	2500224	260807	7/17/2024	194.28
	6.25342E+12	2500208	260807	7/17/2024	103.00
	6.25342E+12	2500224	260807	7/17/2024	106.58
	6.25342E+12	2500208	260807	7/17/2024	35.69
	6.25342E+12	2500208	260807	7/17/2024	6.60
	6.25342E+12	2500224	260807	7/17/2024	16.54
	6.25342E+12	2500224	260807	7/17/2024	195.20
	6.25342E+12	2500224	260807	7/17/2024	7.92
	6.25342E+12	2500224	260807	7/17/2024	15.17
	6.25342E+12	2500208	260807	7/17/2024	337.99
	6.25342E+12	2500224	260807	7/17/2024	26.06
	6.25342E+12	2500208	260807	7/17/2024	11.25
	6.25342E+12	2500208	260807	7/17/2024	8.80
	6.25342E+12	2500224	260807	7/17/2024	27.88
	6.25342E+12	2500208	260807	7/17/2024	17.22
	6.25342E+12	2500224	260807	7/17/2024	220.40
	6.25342E+12	2500224	260807	7/17/2024	69.94
	6.25342E+12	2500224	260807	7/17/2024	169.39
	6.25342E+12	2500224	260807	7/17/2024	418.39
	6.25342E+12	2500224	260807	7/17/2024	193.88
	6.25341E+12	2500224	260807	7/17/2024	8.25
	6.25341E+12	2500224	260807	7/17/2024	151.76
	6.25341E+12	2500224	260807	7/17/2024	92.52
	6.25341E+12	2500224	260807	7/17/2024	16.79
ADVANCE AUTO PARTS Total					**13,698.04**
ALBRECHTSEN, DONETTE BRITTON	REIMBURSE	2500258	260808	7/17/2024	24.97
ALBRECHTSEN, DONETTE BRITTON Total					**24.97**
AMAYA, ELYSIA M	REIMBURSE	2500249	260809	7/17/2024	25.00
AMAYA, ELYSIA M Total					**25.00**
AMAZON CAPITAL SERVICES	1HWD-X64P-VPQV	2500312	260810	7/17/2024	79.22
	1FY9-RGR3-KD1P	2500356	260810	7/17/2024	173.78
	1CMX-JYQM-4YKL	2500279	260810	7/17/2024	399.50
	11KG-CP94-Y74N	2500247	260810	7/17/2024	145.20
	174M-XKY4-Y6TY	(blank)	260810	7/17/2024	(78.72)
	17H9-GKWV-XXXC	(blank)	260810	7/17/2024	(26.24)
	1N6H-G77P-XPNY	(blank)	260810	7/17/2024	(26.24)
	17RW-TMTG-J716	2500216	260810	7/17/2024	774.90
	1DTV-XP7D-JJHW	2500217	260810	7/17/2024	1,227.15
	1WNJ-JMX6-DPQ7	(blank)	260810	7/17/2024	(44.61)
	1NH6-Y1VV-FCLW	2405545	260810	7/17/2024	454.01
AMAZON CAPITAL SERVICES Total					**3,077.95**
BABBS, SUSAN DANYELLE	REIMBURSE	2500248	260811	7/17/2024	25.00

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BABBS, SUSAN DANYELLE Total					**25.00**
BAIRDS AUTO AND TIRE	**1010843**	2500365	**260812**	7/17/2024	83.54
	1011039	2500365	**260812**	7/17/2024	129.33
	1011413	2500365	**260812**	7/17/2024	82.10
	1011243	2500344	**260812**	7/17/2024	51.49
	1011141	2500236	**260812**	7/17/2024	73.25
BAIRDS AUTO AND TIRE Total					**419.71**
BHAVANAM, RAJASHEKHAR	**FOODSERVICEREFUND**	(blank)	**260813**	7/17/2024	7.90
BHAVANAM, RAJASHEKHAR Total					**7.90**
BILL'S KEY & LOCK SHOP	**180973**	2500288	**260814**	7/17/2024	14.25
BILL'S KEY & LOCK SHOP Total					**14.25**
BIRKEY'S FARM STORE	**W33305**	2500328	**260815**	7/17/2024	989.60
BIRKEY'S FARM STORE Total					**989.60**
BISHOP BROS, INC	**Summer Work 2024**	2500362	**260803**	7/17/2024	17,119.80
	Pay App 1	2500361	**260803**	7/17/2024	25,344.90
BISHOP BROS, INC Total					**42,464.70**
BOBCAT OF PEORIA	**02-87074**	2500336	**260816**	7/17/2024	345.00
BOBCAT OF PEORIA Total					**345.00**
BORRULL, PAPACHYA	**REIMBURSE**	2500284	**260817**	7/17/2024	45.00
BORRULL, PAPACHYA Total					**45.00**
BRADFORD SUPPLY COMPANY	**2633285**	2500339	**260818**	7/17/2024	51.30
	2632583	2500339	**260818**	7/17/2024	175.80
BRADFORD SUPPLY COMPANY Total					**227.10**
BRADY, JAYSON	**FOODSERVICEREFUND**	(blank)	**260819**	7/17/2024	14.50
BRADY, JAYSON Total					**14.50**
BROWN'S WRECKER SERVICE INC	**410395**	2500366	**260820**	7/17/2024	257.00
	405482	2500366	**260820**	7/17/2024	215.00
BROWN'S WRECKER SERVICE INC Total					**472.00**
BSN SPORTS	**926015414**	2500220	**260821**	7/17/2024	2,577.42
	11776761	2500221	**260821**	7/17/2024	10,376.43
BSN SPORTS Total					**12,953.85**
CARLE BROMENN TC	**6624**	2500190	**260822**	7/17/2024	124.00
CARLE BROMENN TC Total					**124.00**
CDW COMPUTER CENTERS, INC	**ZR00504694**	2500197	**260823**	7/17/2024	135.62
CDW COMPUTER CENTERS, INC Total					**135.62**
CEDENO, JULIE	**FOODSERVICEREFUND**	(blank)	**260824**	7/17/2024	64.80
CEDENO, JULIE Total					**64.80**
CI SOLUTIONS	**22194**	2500068	**260825**	7/17/2024	26,421.00
CI SOLUTIONS Total					**26,421.00**
CIP COMPANY	**2783**	2500330	**260826**	7/17/2024	779.00
	2733	2500332	**260826**	7/17/2024	686.99
	2642	2500275	**260826**	7/17/2024	1,526.80
CIP COMPANY Total					**2,992.79**

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CITY OF BLOOMINGTON - UTILITIES	1248351	2500073	260827	7/17/2024	1,018.29
CITY OF BLOOMINGTON - UTILITIES Total					1,018.29
COMCAST BUSINESS	July Stmt 2024	2500244	260828	7/17/2024	378.10
COMCAST BUSINESS Total					378.10
CONFIDENTIAL ON-SITE PAPER SHREDDIN	150704	2500280	260829	7/17/2024	218.17
CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					218.17
CONLEY, REBECCA RENAE	MILES202401	(blank)	260830	7/17/2024	46.36
	MILES202402	(blank)	260830	7/17/2024	42.21
	MILES202403	(blank)	260830	7/17/2024	49.98
	MILES202404	(blank)	260830	7/17/2024	54.81
	MILES202405	(blank)	260830	7/17/2024	69.29
CONLEY, REBECCA RENAE Total					262.65
CONNOR CO	S010937221.001	2500331	260831	7/17/2024	119.13
	S010929397.001	2500331	260831	7/17/2024	435.12
	S010935290.001	2500331	260831	7/17/2024	114.32
	S010942029.001	2500331	260831	7/17/2024	28.79
	S010945601.001	2500331	260831	7/17/2024	13.97
CONNOR CO Total					711.33
CUNNINGHAM CHILDREN'S HOME	8031	2500269	260832	7/17/2024	6,697.08
CUNNINGHAM CHILDREN'S HOME Total					6,697.08
DAVIS, WENDY LEIGH	REIMBURSEMENT	2500230	260833	7/17/2024	32.03
	Reimburse Amazon	2500188	260833	7/17/2024	82.74
DAVIS, WENDY LEIGH Total					114.77
DECKER, JENNIFER SUE	REIMBURSE	2500252	260834	7/17/2024	25.00
DECKER, JENNIFER SUE Total					25.00
DIAZ, MARIANELA	REIMBURSEMENT.0626	2500228	260835	7/17/2024	66.08
DIAZ, MARIANELA Total					66.08
DON OWEN TIRE SERVICE, INC	334002	2500367	260836	7/17/2024	26.65
	334012	2500367	260836	7/17/2024	72.24
	332937	2500235	260836	7/17/2024	739.42
	332959	2500235	260836	7/17/2024	1,136.89
DON OWEN TIRE SERVICE, INC Total					1,975.20
ENGLER CALLAWAY BAASTEN & SRAGA, LLC	33628	2500273	260837	7/17/2024	1,690.00
ENGLER CALLAWAY BAASTEN & SRAGA, LLC Total					1,690.00
EVERGREEN FS	3242010	2500327	260838	7/17/2024	414.96
	3242006	2500327	260838	7/17/2024	576.73
EVERGREEN FS Total					991.69
FARM & FLEET OF BLOOMINGTON	7122	2500206	260839	7/17/2024	127.74
	7001	2500206	260839	7/17/2024	149.88
	6965	2500206	260839	7/17/2024	4.18
	6964	2500206	260839	7/17/2024	(19.99)
	6887	2500206	260839	7/17/2024	95.95
	6613	2500206	260839	7/17/2024	239.99
	6615	2500206	260839	7/17/2024	16.99
	6618	2500206	260839	7/17/2024	13.88
	6627	2500206	260839	7/17/2024	107.96

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FARM & FLEET OF BLOOMINGTON	6442	2500206	260839	7/17/2024	69.17
FARM & FLEET OF BLOOMINGTON Total					**805.75**
FINALSITE	INV070640	2500121	260840	7/17/2024	3,600.00
FINALSITE Total					**3,600.00**
FOLLETT CONTENT SOLUTIONS, LLC	413432F	2500085	260841	7/17/2024	14,156.50
FOLLETT CONTENT SOLUTIONS, LLC Total					**14,156.50**
FOSTER, NATHAN C	REIMBURSE FUEL	2500376	260842	7/17/2024	50.00
FOSTER, NATHAN C Total					**50.00**
FULKERSON, CHARITY LYNN	REIMBURSE	2500255	260843	7/17/2024	25.00
FULKERSON, CHARITY LYNN Total					**25.00**
Gabridge, Morgan	REIMBURSE	2500285	260844	7/17/2024	25.00
Gabridge, Morgan Total					**25.00**
GLOBAL WATER TECHNOLOGY, INC.	117288	2500325	260845	7/17/2024	1,515.95
GLOBAL WATER TECHNOLOGY, INC. Total					**1,515.95**
GOFF, AMANDA L	REBCONFERENCE	(blank)	260846	7/17/2024	1,619.70
GOFF, AMANDA L Total					**1,619.70**
GRAFTON SCHOOL, INC.	GIHN-INV-004283	2500321	260847	7/17/2024	4,444.17
GRAFTON SCHOOL, INC. Total					**4,444.17**
GRAINGER PARTS OPERATIONS WW GRAING	9167559914	2500324	260848	7/17/2024	298.58
	9154988811	2500324	260848	7/17/2024	237.79
	9150740059	2500324	260848	7/17/2024	857.60
	9148920581	2500324	260848	7/17/2024	261.68
GRAINGER PARTS OPERATIONS WW GRAING Total					**1,655.65**
HARTKE, COLLEEN K	REIMBURSE	2500250	260849	7/17/2024	25.00
HARTKE, COLLEEN K Total					**25.00**
HAUSLER, BARBARA K	REIMBURSE	2500251	260850	7/17/2024	25.00
HAUSLER, BARBARA K Total					**25.00**
HEARTSPRING	17316	2500263	260851	7/17/2024	25,030.70
HEARTSPRING Total					**25,030.70**
HEINEMANN	956076820	2500209	260852	7/17/2024	4,691.42
	956076821	2500211	260852	7/17/2024	2,146.38
	956076819	2500212	260852	7/17/2024	6,983.60
HEINEMANN Total					**13,821.40**
HERITAGE MACHINE & WELDING INC	52309	2500335	260853	7/17/2024	23.76
	52301	2500335	260853	7/17/2024	504.02
HERITAGE MACHINE & WELDING INC Total					**527.78**
HINTHORNE, DIANE KAY	REIMBURSE	2500253	260854	7/17/2024	25.00
HINTHORNE, DIANE KAY Total					**25.00**
HOHULIN BRO FENCE CO,LTD	24347TH	2500377	260855	7/17/2024	1,850.00
HOHULIN BRO FENCE CO,LTD Total					**1,850.00**
HOLST, MIHAELA	FOODSERVREFUND	(blank)	260856	7/17/2024	69.85
HOLST, MIHAELA Total					**69.85**

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HOLT SUPPLY COMPANY	3454708	2500346	260857	7/17/2024	13.79
HOLT SUPPLY COMPANY Total					13.79
HOPE SCHOOL	SINV007786	2500266	260858	7/17/2024	10,133.46
HOPE SCHOOL Total					10,133.46
HOUGHTON MIFFLIN HARCOURT	956065487	2500128	260859	7/17/2024	1,080.00
	956066851	2500128	260859	7/17/2024	712.80
HOUGHTON MIFFLIN HARCOURT Total					1,792.80
IDEAL ENVIRONMENTAL ENGINEERING, IN	64153	2500319	260860	7/17/2024	6,835.15
IDEAL ENVIRONMENTAL ENGINEERING, IN Total					6,835.15
ILLINOIS ART STATION	35	2500227	260861	7/17/2024	336.00
ILLINOIS ART STATION Total					336.00
ILLINOIS OIL MARKETING EQUIPMENT, I	51069	2500237	260862	7/17/2024	1,085.38
	51073	2500237	260862	7/17/2024	908.50
ILLINOIS OIL MARKETING EQUIPMENT, I Total					1,993.88
INTERSTATE ALL BATTERY CENTER	1.9004E+12	2500342	260863	7/17/2024	180.00
INTERSTATE ALL BATTERY CENTER Total					180.00
JOHNSON, MYRA	100.1	2500358	260804	7/17/2024	250.00
	100	2500354	260804	7/17/2024	1,000.00
JOHNSON, MYRA Total					1,250.00
JOHNSTONE SUPPLY	7010100	2500326	260864	7/17/2024	277.72
	7009892	2500326	260864	7/17/2024	4.34
	7009685	2500326	260864	7/17/2024	99.66
	7009274	2500326	260864	7/17/2024	37.52
	7009190	2500326	260864	7/17/2024	393.51
	7008097	2500326	260864	7/17/2024	580.43
JOHNSTONE SUPPLY Total					1,393.18
KALIBUR CONSULTING LLC	1	2500355	260865	7/17/2024	2,000.00
KALIBUR CONSULTING LLC Total					2,000.00
KEARFOTT, NICOLAS	MILES202406	(blank)	260866	7/17/2024	53.06
KEARFOTT, NICOLAS Total					53.06
KEN'S OIL SERVICE, INC.	K547435	2500380	260867	7/17/2024	1,450.56
	134356	2500380	260867	7/17/2024	23,949.64
	K546848	2500380	260867	7/17/2024	4,491.00
	K546748	2500234	260867	7/17/2024	2,626.20
	K546180	2500234	260867	7/17/2024	614.25
KEN'S OIL SERVICE, INC. Total					33,131.65
KIRBY RISK CORPORATION	S210397704.001	2500337	260868	7/17/2024	229.75
	S210376518.001	2500337	260868	7/17/2024	83.10
KIRBY RISK CORPORATION Total					312.85
KLAEGE, EMILY	FOODSERV REFUND	(blank)	260869	7/17/2024	366.25
KLAEGE, EMILY Total					366.25
Kohler, Alison	REIMBURSE	2500314	260870	7/17/2024	45.00
Kohler, Alison Total					45.00

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LANNING, SUZANNE LEE	V2695	2500256	260871	7/17/2024	25.00
LANNING, SUZANNE LEE Total					25.00
LINDE GAS & EQUIPMENT INC.	43604825	2500333	260872	7/17/2024	92.41
	43625128	2500333	260872	7/17/2024	157.85
	43659606	2500333	260872	7/17/2024	71.05
	43625700	2500379	260872	7/17/2024	268.33
	43025351	2500333	260872	7/17/2024	260.61
LINDE GAS & EQUIPMENT INC. Total					850.25
MASTERS TOUCH SALON	4	2500353	260873	7/17/2024	1,250.00
MASTERS TOUCH SALON Total					1,250.00
MC GRAW-HILL SCHOOL ED HOLDINGS, LL	1.33083E+11	2500131	260874	7/17/2024	1,055.70
MC GRAW-HILL SCHOOL ED HOLDINGS, LL Total					1,055.70
MC MASTER-CARR SUPPLY CO	29423507	2500303	260875	7/17/2024	636.31
	28992787	2500303	260875	7/17/2024	91.62
	28997961	2500303	260875	7/17/2024	593.80
	28710861	2500303	260875	7/17/2024	319.79
	28486132	2500303	260875	7/17/2024	98.67
MC MASTER-CARR SUPPLY CO Total					1,740.19
MCLEAN COUNTY ASPHALT CO, INC	76852	2500311	260876	7/17/2024	236.74
MCLEAN COUNTY ASPHALT CO, INC Total					236.74
MCLEAN-DEWITT REGIONAL VOCATIONAL S	NCHS/NCWHS 24-25	2500262	260877	7/17/2024	25,167.86
	MDRVE UNIT 5/2025	2500264	260877	7/17/2024	24,028.19
	INV-1225	2500317	260877	7/17/2024	35,504.86
MCLEAN-DEWITT REGIONAL VOCATIONAL S Total					84,700.91
MENDIOLA, JANELLE	V944160	2500246	260878	7/17/2024	170.00
MENDIOLA, JANELLE Total					170.00
MIDWEST EQUIPMENT II	741964	2500329	260879	7/17/2024	171.99
	741999	2500329	260879	7/17/2024	630.47
MIDWEST EQUIPMENT II Total					802.46
MILLER JANITOR SUPPLY CO.	115409	2500323	260880	7/17/2024	2,950.00
	115323	2500281	260880	7/17/2024	217.50
MILLER JANITOR SUPPLY CO. Total					3,167.50
MINERVA PROMOTIONS	103835	2500144	260881	7/17/2024	6,577.49
MINERVA PROMOTIONS Total					6,577.49
MUSIC SALES DIGITAL SERVICES, LLC	INV0022005725	2500173	260882	7/17/2024	3,600.00
MUSIC SALES DIGITAL SERVICES, LLC Total					3,600.00
MUSSLEWHITE, KYLIE E	V979630	2500261	260883	7/17/2024	21.25
MUSSLEWHITE, KYLIE E Total					21.25
NEURORESTORATIVE IL	0624-381373	2500292	260884	7/17/2024	54,243.49
NEURORESTORATIVE IL Total					54,243.49
NORMAL , TOWN OF	2024-627A	2500347	260885	7/17/2024	235.00
NORMAL , TOWN OF Total					235.00
NYBAKKE VACUUM SHOP, INC	052224-1	2500343	260886	7/17/2024	57.98
NYBAKKE VACUUM SHOP, INC Total					57.98

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PARNELL, REGINA	V466648	2500352	260887	7/17/2024	4,090.00
PARNELL, REGINA Total					4,090.00
PARTS DEPOT	282988	2500304	260888	7/17/2024	152.97
	282719	2500304	260888	7/17/2024	69.98
PARTS DEPOT Total					222.95
PARTS TOWN, LLC	2102876767	2500296	260889	7/17/2024	151.81
	2102876768	2500296	260889	7/17/2024	741.87
	2102798645	2500296	260889	7/17/2024	282.36
	2102734867	2500296	260889	7/17/2024	1,647.65
	2102734868	2500296	260889	7/17/2024	420.71
	2102711003	2500296	260889	7/17/2024	668.03
	2102197622	2500296	260889	7/17/2024	1,113.48
PARTS TOWN, LLC Total					5,025.91
PEARSON	25671176	2500289	260890	7/17/2024	1,912.50
	25671054	2500290	260890	7/17/2024	475.00
PEARSON Total					2,387.50
Peters, Ferah	REMB07082024	2500345	260891	7/17/2024	45.00
Peters, Ferah Total					45.00
PHONAK	5401257056	2500184	260892	7/17/2024	4,525.00
	5401257245	2500184	260892	7/17/2024	3,360.00
PHONAK Total					7,885.00
Pilchard, Melissa	V828194	2500286	260893	7/17/2024	25.00
Pilchard, Melissa Total					25.00
POINDEXTER, LYNNE	3245	2500283	260894	7/17/2024	150.00
POINDEXTER, LYNNE Total					150.00
POST, STACY	REMB FOOD SERV	(blank)	260895	7/17/2024	10.75
POST, STACY Total					10.75
PRICE, GAYLE	FOODSERVREFUND	(blank)	260896	7/17/2024	6.05
PRICE, GAYLE Total					6.05
READ NATURALLY	268481	2500299	260897	7/17/2024	2,470.00
READ NATURALLY Total					2,470.00
REGIONAL OFFICE OF EDUCATION #17	1002500040	2500265	260898	7/17/2024	22,555.56
	1002500039	2500318	260898	7/17/2024	18,186.84
	1002500028	2500226	260898	7/17/2024	130.00
REGIONAL OFFICE OF EDUCATION #17 Total					40,872.40
RIDDELL ALL AMERICAN	952018260	2500155	260899	7/17/2024	771.62
RIDDELL ALL AMERICAN Total					771.62
ROCHESTER 100 INC	76664	2500122	260900	7/17/2024	2,400.00
	76663	2500124	260900	7/17/2024	2,310.00
	76662	2500125	260900	7/17/2024	2,310.00
	76665	2500126	260900	7/17/2024	2,100.00
ROCHESTER 100 INC Total					9,120.00
ROGERS SUPPLY COMPANY INC	BL054638	2500305	260901	7/17/2024	414.67
	BL054423	2500305	260901	7/17/2024	81.97

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ROGERS SUPPLY COMPANY INC	BL054254	2500305	260901	7/17/2024	217.96
	BL054159	2500305	260901	7/17/2024	22.44
	BL054044	2500305	260901	7/17/2024	17.85
	BL053979	2500305	260901	7/17/2024	174.80
ROGERS SUPPLY COMPANY INC Total					929.69
ROLLIE JOHNSON, INC (RJI)	11526	2500306	260902	7/17/2024	872.87
ROLLIE JOHNSON, INC (RJI) Total					872.87
ROSEL, JOSEPH R	V142967	2500315	260903	7/17/2024	45.00
ROSEL, JOSEPH R Total					45.00
RP LUMBER COMPANY, INC	2567133	2500309	260904	7/17/2024	109.98
	2554983	2500309	260904	7/17/2024	3.99
	2556450	2500309	260904	7/17/2024	109.98
	2524391	2500309	260904	7/17/2024	42.98
	2471186	2500309	260904	7/17/2024	17.97
	2473495	2500309	260904	7/17/2024	112.62
RP LUMBER COMPANY, INC Total					397.52
S & S BUILDERS HARDWARE CO	248447	2500295	260905	7/17/2024	735.00
	582699	2500295	260905	7/17/2024	375.00
	581582	2500295	260905	7/17/2024	276.90
	582379	2500295	260905	7/17/2024	3,795.00
	582381	2500295	260905	7/17/2024	570.00
S & S BUILDERS HARDWARE CO Total					5,751.90
SAVVAS LEARNING COMPANY LLC	7028788201	2500113	260906	7/17/2024	10,259.35
SAVVAS LEARNING COMPANY LLC Total					10,259.35
SCHOLASTIC INC EDUCATION	61311378	2500055	260907	7/17/2024	1,590.00
		2500239	260907	7/17/2024	143.10
	61307859	2500041	260907	7/17/2024	1,733.10
	61307860	2500058	260907	7/17/2024	1,733.10
	61307857	2500060	260907	7/17/2024	1,733.10
	61307182	2500059	260907	7/17/2024	1,733.10
	61301061	2500040	260907	7/17/2024	5,199.30
	61297914	2500041	260907	7/17/2024	5,199.30
	61301078	2500055	260907	7/17/2024	4,332.75
	61301126	2500056	260907	7/17/2024	4,332.75
	61301125	2500057	260907	7/17/2024	3,466.20
	61301140	2500058	260907	7/17/2024	2,599.65
	61297919	2500059	260907	7/17/2024	866.55
	61296273	2500059	260907	7/17/2024	2,599.65
	61292526	2500060	260907	7/17/2024	4,332.75
SCHOLASTIC INC EDUCATION Total					41,594.40
SCHOOL HEALTH CORPORATION	CINV000065595	2500369	260908	7/17/2024	2.30
	CINV000065414	2500369	260908	7/17/2024	175.00
SCHOOL HEALTH CORPORATION Total					177.30
SHAWBACK, COLE M	MILES202406	(blank)	260909	7/17/2024	50.92
SHAWBACK, COLE M Total					50.92
SHERWIN WILLIAMS COMPANY	4725-6	2500202	260910	7/17/2024	100.87
	4647-2	2500202	260910	7/17/2024	20.96
	4631.6	2500202	260910	7/17/2024	340.20
SHERWIN WILLIAMS COMPANY Total					462.03

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SITEONE LANDSCAPE SUPPLY, LLC	143294678-001	2500310	260911	7/17/2024	69.16
	143258710-001	2500310	260911	7/17/2024	106.60
	143074334-01	2500310	260911	7/17/2024	21.61
	142958826-001	2500310	260911	7/17/2024	144.79
	142971769-001	2500310	260911	7/17/2024	32.43
SITEONE LANDSCAPE SUPPLY, LLC Total					374.59
SLEZAK, TAMMY LANNETTE	V722171	2500254	260912	7/17/2024	25.00
SLEZAK, TAMMY LANNETTE Total					25.00
SPARK CREATIVITY	3	2500114	260913	7/17/2024	10,000.00
SPARK CREATIVITY Total					10,000.00
SPEAR CORPORATION	328170	2500301	260914	7/17/2024	1,875.00
SPEAR CORPORATION Total					1,875.00
SPEARS, REBECCA NICOLE	V302937	2500218	260915	7/17/2024	85.64
SPEARS, REBECCA NICOLE Total					85.64
STATE OF IL FIRE MARSHALL/ELEVATORS	5125143509	2500360	260916	7/17/2024	75.00
STATE OF IL FIRE MARSHALL/ELEVATORS Total					75.00
STAUFFER, DENNIS WILLIAM	V466252	2500340	260917	7/17/2024	199.82
STAUFFER, DENNIS WILLIAM Total					199.82
STAVER, CARLA SUE	V368277	2500260	260918	7/17/2024	24.39
STAVER, CARLA SUE Total					24.39
STRATUS NETWORKS, INC.	209729	2500245	260919	7/17/2024	321.52
STRATUS NETWORKS, INC. Total					321.52
SWANN SPECIAL CARE CENTER	STMT 06302024	2500189	260920	7/17/2024	7,275.29
SWANN SPECIAL CARE CENTER Total					7,275.29
TEAM AUTOMOTIVE AND TIRE	7834031	2500364	260921	7/17/2024	239.48
	305625	2500363	260921	7/17/2024	40.00
	7833811	2500232	260921	7/17/2024	1,215.05
	7833739	2500232	260921	7/17/2024	1,354.20
	7833764	2500232	260921	7/17/2024	126.50
	7833765	2500232	260921	7/17/2024	95.08
	7833781	2500232	260921	7/17/2024	901.47
	305184	2500233	260921	7/17/2024	50.00
	783363	2500232	260921	7/17/2024	148.46
	7833768	2500232	260921	7/17/2024	101.43
	305104	2500233	260921	7/17/2024	40.00
	7833647	2500232	260921	7/17/2024	264.18
TEAM AUTOMOTIVE AND TIRE Total					4,575.85
THOMSON REUTERS-WEST	850409122	2500238	260922	7/17/2024	1,253.68
THOMSON REUTERS-WEST Total					1,253.68
TOUCHTONE COMMUNICATIONS	3409651	2500001	260923	7/17/2024	150.24
TOUCHTONE COMMUNICATIONS Total					150.24
ULINE	180444391	2500370	260924	7/17/2024	4,394.34
	180444629	2500371	260924	7/17/2024	4,785.64
	179987975	2500267	260924	7/17/2024	595.79
	179809191	2500267	260924	7/17/2024	2,532.91
	179575233	2500267	260924	7/17/2024	5,411.76

Expenditure Summary Report

From Date: 7/17/2024
To Date: 7/17/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
ULINE	179575459	2500267	260924	7/17/2024	560.74
ULINE Total					18,281.18
UNITED PIPE & SUPPLY CO, INC	3365433	2500282	260925	7/17/2024	216.27
UNITED PIPE & SUPPLY CO, INC Total					216.27
US MECHANICAL SERVICES, INC	27978	2500272	260926	7/17/2024	2,073.06
	27979	2500272	260926	7/17/2024	1,138.10
US MECHANICAL SERVICES, INC Total					3,211.16
USA CLEAN BY JON-DON	2714365	2500271	260927	7/17/2024	890.44
	2714116	2500271	260927	7/17/2024	233.74
	2708799	2500271	260927	7/17/2024	3,195.00
USA CLEAN BY JON-DON Total					4,319.18
VANGUARD ENERGY SERVICES, LLC	G404551070924	2500076	260928	7/17/2024	8,964.53
VANGUARD ENERGY SERVICES, LLC Total					8,964.53
Verhulst, Kaitlyn R	V897354	2500287	260929	7/17/2024	19.99
Verhulst, Kaitlyn R Total					19.99
VILLAGE OF CARLOCK.	7626	2500009	260930	7/17/2024	22.50
VILLAGE OF CARLOCK. Total					22.50
VISION SERVICE PLAN - (IL)	820661796	2500229	260931	7/17/2024	2,224.64
VISION SERVICE PLAN - (IL) Total					2,224.64
WALKER, MARY M	V108430	2500257	260932	7/17/2024	25.00
WALKER, MARY M Total					25.00
WATTS COPY SYSTEMS, INC. - LEASING	36904756	2500064	260933	7/17/2024	7,306.03
WATTS COPY SYSTEMS, INC. - LEASING Total					7,306.03
WILLIAMS, CAMEO	FREEDOM SCHOOL	2500359	260934	7/17/2024	313.97
WILLIAMS, CAMEO Total					313.97
WILSON-PRIDGEN, ISOKE ABEO	V825968	2500259	260935	7/17/2024	24.53
WILSON-PRIDGEN, ISOKE ABEO Total					24.53
WINSUPPLY	368209 02	2500276	260936	7/17/2024	(495.77)
	368209 03	2500276	260936	7/17/2024	1,058.04
	368209 01	2500276	260936	7/17/2024	766.84
WINSUPPLY Total					1,329.11
WITZIG, DAVID G	V172569	2500375	260937	7/17/2024	100.38
WITZIG, DAVID G Total					100.38
WOODRUM BROTHERS EXCAVATING, INC.	5824	2500277	260938	7/17/2024	740.00
WOODRUM BROTHERS EXCAVATING, INC. Total					740.00
YOUTHBUILD MCLEAN CO.CHARTER SCHOOL	STMT06302024	2500241	260939	7/17/2024	74,863.31
YOUTHBUILD MCLEAN CO.CHARTER SCHOOL Total					74,863.31
Grand Total					689,663.28

Expenditure Summary Report

From Date: 7/17/2024
To Date: 7/17/2024

Fund	Amount
10	515,418.17
20	76,129.09
30	6,510.60
40	81,571.59
80	10,033.83
Grand Total	**689,663.28**

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 05/31/2024

Fiscal Year: 2023-2024

ASSETS		
Educational Fund		
Cash (+)	$5,581,806.75	
Other Assets (+)	$41,184.19	
Sub-total : Educational Fund	$5,622,990.94	
Operations & Maintenance Fund		
Cash (+)	$1,340,492.45	
Sub-total : Operations & Maintenance Fund	$1,340,492.45	
Debt Service Fund		
Cash (+)	$6,021,220.14	
Sub-total : Debt Service Fund	$6,021,220.14	
Transportation Fund		
Cash (+)	$91,645.03	
Sub-total : Transportation Fund	$91,645.03	
Social Security Fund		
Cash (+)	$697,854.22	
Sub-total : Social Security Fund	$697,854.22	
Municiple Retirement Fund		
Cash (+)	$1,882,282.14	
Sub-total : Municiple Retirement Fund	$1,882,282.14	
Working Cash Fund		
Cash (+)	$20,321,262.12	
Investments (+)	$34,205,953.79	
Interfund Receivables (+)	$11,900,000.00	
Sub-total : Working Cash Fund	$66,427,215.91	
Tort Immunity Fund		
Cash (+)	$605,949.31	
Sub-total : Tort Immunity Fund	$605,949.31	
Life Safety Fund		
Cash (+)	$113,113.56	
Sub-total : Life Safety Fund	$113,113.56	
Total : ASSETS		$82,802,763.70
LIABILITIES		
Educational Fund		
Interfund Payables (+)	$2,600,000.00	
Payroll Withholdings (+)	$6,871,249.63	
Other Liabilities (+)	$990.39	
Sub-total : Educational Fund	$9,472,240.02	

Unit 5 Treasurer's Report As of 05/31/2024

Fiscal Year: 2023-2024

Operations & Maintenance Fund	
Interfund Payables (+)	$3,200,000.00
Payroll Withholdings (+)	$131,558.08
Sub-total : Operations & Maintenance Fund	$3,331,558.08
Transportation Fund	
Interfund Payables (+)	$3,600,000.00
Payroll Withholdings (+)	$3,194.23
Sub-total : Transportation Fund	$3,603,194.23
Social Security Fund	
Payroll Withholdings (+)	($328.11)
Sub-total : Social Security Fund	($328.11)
Municiple Retirement Fund	
Payroll Withholdings (+)	$567,269.97
Sub-total : Municiple Retirement Fund	$567,269.97
Tort Immunity Fund	
Interfund Payables (+)	$2,100,000.00
Payroll Withholdings (+)	$12,657.70
Sub-total : Tort Immunity Fund	$2,112,657.70
Total : LIABILITIES	$19,086,591.89
FUND BALANCE	
Educational Fund	
Fund Balance (+)	$18,288,558.15
Sub-total : Educational Fund	$18,288,558.15
Operations & Maintenance Fund	
Fund Balance (+)	$1,331,198.69
Sub-total : Operations & Maintenance Fund	$1,331,198.69
Debt Service Fund	
Fund Balance (+)	$18,593,885.89
Sub-total : Debt Service Fund	$18,593,885.89
Transportation Fund	
Fund Balance (+)	$1,525,971.40
Sub-total : Transportation Fund	$1,525,971.40
Social Security Fund	
Fund Balance (+)	$1,339,217.52
Sub-total : Social Security Fund	$1,339,217.52
Municiple Retirement Fund	
Fund Balance (+)	$1,452,347.51

Unit 5 Treasurer's Report As of 05/31/2024

Fiscal Year: 2023-2024

Sub-total : Municiple Retirement Fund	$1,452,347.51	
Working Cash Fund		
Fund Balance (+)	$63,416,170.15	
Sub-total : Working Cash Fund	$63,416,170.15	
Tort Immunity Fund		
Fund Balance (+)	$731,430.37	
Sub-total : Tort Immunity Fund	$731,430.37	
Life Safety Fund		
Fund Balance (+)	$560,181.76	
Sub-total : Life Safety Fund	$560,181.76	
NET CHANGE IN FUND BALANCE		
NET CHANGE IN FUND BALANCE (+)	($43,522,789.63)	
Sub-total : NET CHANGE IN FUND BALANCE	($43,522,789.63)	
Total : FUND BALANCE	$63,716,171.81	
Total LIABILITIES + FUND BALANCE		$82,802,763.70

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 05/01/2024 through 05/31/2024

Fiscal Year: 2023-2024

	05/01/2024 - 05/31/2024	Year To Date	Budget	Budget Balance	
REVENUE COLLECTED					
Educational Fund					
Local Sources (+)	$14,507,243.58	$56,152,524.35	$83,571,669.00	$27,419,144.65	67.2%
State Sources (+)	$2,226,506.12	$24,702,301.50	$26,944,029.51	$2,241,728.01	91.7%
Federal Sources (+)	$452,263.41	$16,029,883.14	$16,920,866.00	$890,982.86	94.7%
Sub-total : Educational Fund	$17,186,013.11	$96,884,708.99	$127,436,564.51	$30,551,855.52	76.0%
Operations & Maintenance Fund					
Local Sources (+)	$2,482,802.69	$9,015,797.61	$14,004,718.00	$4,988,920.39	64.4%
State Sources (+)	$0.00	$50,000.00	$50,000.00	$0.00	100.0%
Sub-total : Operations & Maintenance Fund	$2,482,802.69	$9,065,797.61	$14,054,718.00	$4,988,920.39	64.5%
Debt Service Fund					
Local Sources (+)	$6,270,577.83	$23,999,551.75	$36,725,740.00	$12,726,188.25	65.3%
Sub-total : Debt Service Fund	$6,270,577.83	$23,999,551.75	$36,725,740.00	$12,726,188.25	65.3%
Transportation Fund					
Local Sources (+)	$959,706.59	$3,379,670.50	$5,353,456.00	$1,973,785.50	63.1%
State Sources (+)	$0.00	$6,186,618.80	$6,186,619.00	$0.20	100.0%
Federal Sources (+)	$0.00	$351,532.00	$400,000.00	$48,468.00	87.9%
Sub-total : Transportation Fund	$959,706.59	$9,917,821.30	$11,940,075.00	$2,022,253.70	83.1%
Social Security Fund					
Local Sources (+)	$556,577.32	$2,080,167.53	$2,915,543.00	$835,375.47	71.3%
Sub-total : Social Security Fund	$556,577.32	$2,080,167.53	$2,915,543.00	$835,375.47	71.3%
Municiple Retirement Fund					
Local Sources (+)	$323,737.81	$1,435,534.53	$2,282,423.00	$846,888.47	62.9%
Sub-total : Municiple Retirement Fund	$323,737.81	$1,435,534.53	$2,282,423.00	$846,888.47	62.9%
Working Cash Fund					
Local Sources (+)	$277,907.81	$3,011,045.76	$3,538,197.00	$527,151.24	85.1%
Sub-total : Working Cash Fund	$277,907.81	$3,011,045.76	$3,538,197.00	$527,151.24	85.1%
Tort Immunity Fund					
Local Sources (+)	$1,078,433.42	$4,004,090.76	$6,187,921.00	$2,183,830.24	64.7%
Sub-total : Tort Immunity Fund	$1,078,433.42	$4,004,090.76	$6,187,921.00	$2,183,830.24	64.7%
Life Safety Fund					
Local Sources (+)	$239,973.80	$836,628.28	$1,329,197.00	$492,568.72	62.9%
Sub-total : Life Safety Fund	$239,973.80	$836,628.28	$1,329,197.00	$492,568.72	62.9%
Total : REVENUE COLLECTED	$29,375,730.38	$151,235,346.51	$206,410,378.51	$55,175,032.00	73.3%
EXPENDITURES PAID					
Educational Fund					
Salaries (-)	$8,230,429.80	$87,420,304.46	$96,851,722.45	$9,431,417.99	90.3%
Employee Benefits (-)	$1,584,480.56	$15,293,221.53	$18,233,668.69	$2,940,447.16	83.9%
Purchased Services (-)	$382,722.73	$2,318,402.51	$3,528,246.29	$1,209,843.78	65.7%
Supplies and Materials (-)	$1,083,011.44	$7,340,796.59	$9,142,004.87	$1,801,208.28	80.3%
Capital Outlay (-)	$2,992,900.76	$3,338,546.76	$3,230,619.00	($107,927.76)	103.3%

Unit 5 Treasurer's Report For the Period 05/01/2024 through 05/31/2024

Fiscal Year: 2023-2024

	05/01/2024 - 05/31/2024	Year To Date	Budget	Budget Balance	
Other Objects (-)	$743,432.07	$4,111,446.50	$4,944,177.00	$832,730.50	83.2%
Non-Capitalized Equipment (-)	$521,867.37	$789,819.32	$338,928.00	($450,891.32)	233.0%
Sub-total : Educational Fund	($15,538,844.73)	($120,612,537.67)	($136,269,366.30)	($15,656,828.63)	88.5%
Operations & Maintenance Fund					
Salaries (-)	$515,708.20	$5,915,134.65	$6,612,022.15	$696,887.50	89.5%
Employee Benefits (-)	$194,340.51	$1,170,660.66	$1,273,844.00	$103,183.34	91.9%
Purchased Services (-)	$155,062.50	$1,423,901.93	$1,602,895.00	$178,993.07	88.8%
Supplies and Materials (-)	$371,490.80	$3,357,471.21	$3,789,002.00	$431,530.79	88.6%
Capital Outlay (-)	$40,951.00	$529,181.75	$712,798.00	$183,616.25	74.2%
Other Objects (-)	$0.00	$1,219.02	$2,954.00	$1,734.98	41.3%
Non-Capitalized Equipment (-)	$0.00	$29,565.05	$30,775.00	$1,209.95	96.1%
Sub-total : Operations & Maintenance Fund	($1,277,553.01)	($12,427,134.27)	($14,024,290.15)	($1,597,155.88)	88.6%
Debt Service Fund					
Other Objects (-)	$358,451.10	$38,020,894.82	$38,020,548.92	($345.90)	100.0%
Sub-total : Debt Service Fund	($358,451.10)	($38,020,894.82)	($38,020,548.92)	$345.90	100.0%
Transportation Fund					
Salaries (-)	$16,844.83	$190,003.49	$234,718.72	$44,715.23	80.9%
Employee Benefits (-)	$4,350.00	$41,846.53	$57,919.00	$16,072.47	72.3%
Purchased Services (-)	$2,630,337.77	$11,548,160.44	$13,790,985.00	$2,242,824.56	83.7%
Supplies and Materials (-)	$127,691.04	$1,194,816.30	$1,439,002.00	$244,185.70	83.0%
Capital Outlay (-)	$1,827,529.00	$2,055,046.96	$2,827,574.47	$772,527.51	72.7%
Other Objects (-)	$156.80	$48,211.78	$48,624.00	$412.22	99.2%
Non-Capitalized Equipment (-)	$0.00	$6,584.87	$17,380.00	$10,795.13	37.9%
Sub-total : Transportation Fund	($4,606,909.44)	($15,084,670.37)	($18,416,203.19)	($3,331,532.82)	81.9%
Social Security Fund					
Employee Benefits (-)	$251,585.06	$2,721,202.72	$2,902,286.00	$181,083.28	93.8%
Sub-total : Social Security Fund	($251,585.06)	($2,721,202.72)	($2,902,286.00)	($181,083.28)	93.8%
Municiple Retirement Fund					
Employee Benefits (-)	$140,006.70	$1,572,869.87	$1,863,998.00	$291,128.13	84.4%
Sub-total : Municiple Retirement Fund	($140,006.70)	($1,572,869.87)	($1,863,998.00)	($291,128.13)	84.4%
Tort Immunity Fund					
Salaries (-)	$213,220.58	$2,334,908.97	$2,398,213.00	$63,304.03	97.4%
Employee Benefits (-)	$60,637.88	$906,662.26	$978,185.00	$71,522.74	92.7%
Purchased Services (-)	$47,584.01	$2,501,926.74	$2,714,079.00	$212,152.26	92.2%
Supplies and Materials (-)	$99,518.77	$137,345.11	$149,121.00	$11,775.89	92.1%
Capital Outlay (-)	$43,049.45	$125,242.75	$94,324.00	($30,918.75)	132.8%
Other Objects (-)	$0.00	$35,464.00	$40,458.00	$4,994.00	87.7%
Non-Capitalized Equipment (-)	$31,334.00	$204,603.50	$222,458.00	$17,854.50	92.0%
Sub-total : Tort Immunity Fund	($495,344.69)	($6,246,153.33)	($6,596,838.00)	($350,684.67)	94.7%
Life Safety Fund					
Purchased Services (-)	$12,674.75	$208,645.40	$310,000.00	$101,354.60	67.3%
Capital Outlay (-)	$157,497.00	$1,075,051.08	$1,380,000.00	$304,948.92	77.9%

Unit 5 Treasurer's Report For the Period 05/01/2024 through 05/31/2024

Fiscal Year: 2023-2024

	05/01/2024 - 05/31/2024	Year To Date	Budget	Budget Balance	
Sub-total : Life Safety Fund	($170,171.75)	($1,283,696.48)	($1,690,000.00)	($406,303.52)	76.0%
Total : EXPENDITURES PAID	($22,838,866.48)	($197,969,159.53)	($219,783,530.56)	($21,814,371.03)	90.1%
OTHER FINANCING SOURCES (USES)					
Educational Fund					
Capital Lease Proceeds (+)	$0.00	$2,916,973.76	$2,916,974.00	$0.24	100.0%
Transfers In (+)	$0.00	$0.00	$7,700,000.00	$7,700,000.00	0.0%
Transfers Out (-)	$10,451.10	$1,326,952.31	$1,330,406.41	$3,454.10	99.7%
Sub-total : Educational Fund	($10,451.10)	$1,590,021.45	$9,286,567.59	$7,696,546.14	17.1%
Operations & Maintenance Fund					
Proceeds From Capital Asset Disposal (+)	$0.00	$27,999.35	$28,000.00	$0.65	100.0%
Capital Lease Proceeds (+)	$0.00	$132,798.00	$132,798.00	$0.00	100.0%
Transfers Out (-)	$0.00	$121,725.01	$121,725.01	$0.00	100.0%
Sub-total : Operations & Maintenance Fund	$0.00	$39,072.34	$39,072.99	$0.65	100.0%
Debt Service Fund					
Transfers In (+)	$10,451.10	$1,448,677.32	$1,452,131.42	$3,454.10	99.8%
Sub-total : Debt Service Fund	$10,451.10	$1,448,677.32	$1,452,131.42	$3,454.10	99.8%
Transportation Fund					
Proceeds From Capital Asset Disposal (+)	$1,200.00	$1,200.00	$0.00	($1,200.00)	0.0%
Capital Lease Proceeds (+)	$0.00	$128,128.47	$128,128.47	$0.00	100.0%
Transfers In (+)	$0.00	$0.00	$5,149,446.00	$5,149,446.00	0.0%
Sub-total : Transportation Fund	$1,200.00	$129,328.47	$5,277,574.47	$5,148,246.00	2.5%
Working Cash Fund					
Transfers Out (-)	$0.00	$0.00	$12,849,446.00	$12,849,446.00	0.0%
Sub-total : Working Cash Fund	$0.00	$0.00	($12,849,446.00)	($12,849,446.00)	0.0%
Tort Immunity Fund					
Proceeds From Capital Asset Disposal (+)	$0.00	$3,923.81	$3,924.00	$0.19	100.0%
Sub-total : Tort Immunity Fund	$0.00	$3,923.81	$3,924.00	$0.19	100.0%
Total : OTHER FINANCING SOURCES (USES)	$1,200.00	$3,211,023.39	$3,209,824.47	($1,198.92)	100.0%
NET CHANGE IN FUND BALANCE	$6,538,063.90	($43,522,789.63)	($10,163,327.58)	$33,359,462.05	428.2%

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Self-Funded Insurance As of 05/31/2024

Fiscal Year: 2023-2024

ASSETS		
Current Assets		
Cash In Bank (+)	$72,234.41	
Accounts Receivable (+)	$4,563.78	
Sub-total : Current Assets	$76,798.19	
Total : ASSETS		$76,798.19
LIABILITIES		
Current Liabilities		
Interfund Loans (+)	$400,000.00	
Sub-total : Current Liabilities	$400,000.00	
Total : LIABILITIES	$400,000.00	
FUND BALANCE		
Fund Balance		
Fund Balance (+)	$2,886,512.59	
Sub-total : Fund Balance	$2,886,512.59	
NET CHANGE IN FUND BALANCE		
NET CHANGE IN FUND BALANCE (+)	($3,209,714.40)	
Sub-total : NET CHANGE IN FUND BALANCE	($3,209,714.40)	
Total : FUND BALANCE	($323,201.81)	
Total LIABILITIES + FUND BALANCE		$76,798.19

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Self-Funded Insurance For the Period 05/01/2024 through 05/31/2024

Fiscal Year: 2023-2024

	05/01/2024 - 05/31/2024	Year To Date
REVENUE COLLECTED		
Revenue From Payroll		
Board Contributions (+)	$611,263.00	$12,587,081.50
Employee Contributions (+)	$130,527.98	$2,650,270.35
Sub-total : Revenue From Payroll	$741,790.98	$15,237,351.85
Revenue From Other Sources		
Retiree Contributions (+)	$3,638.38	$390,415.91
Cobra Contributions (+)	$3,760.00	$45,677.59
Interest & Dividends (+)	$240.29	$24,286.49
Sub-total : Revenue From Other Sources	$7,638.67	$460,379.99
Total : REVENUE COLLECTED	$749,429.65	$15,697,731.84
EXPENDITURES PAID		
Operating Expenditures		
Heath Ins Claims (-)	$1,209,060.47	$17,519,809.85
HSA Contributions (-)	$12,092.60	$92,943.18
Health Ins Admin Fees (-)	$96,599.87	$1,057,360.94
Other Fees & Expense (-)	$0.00	$237,332.27
Sub-total : Operating Expenditures	($1,317,752.94)	($18,907,446.24)
Total : EXPENDITURES PAID	($1,317,752.94)	($18,907,446.24)
NET CHANGE IN FUND BALANCE	($568,323.29)	($3,209,714.40)

End of Report

Administrative Procedure - Superintendent Committees

The Superintendent or designee creates other Superintendent or administrative committees deemed necessary, makes all appointments, and directs all activities. A Superintendent or administrative committee reports directly to the Superintendent or designated administrator who directs its activities. The Superintendent or designee should consult the Attorney for the District (a) concerning whether any of these committees must comply with the Open Meetings Act (OMA), and/or (b) to receive guidance for ensuring that the meetings either comply with OMA requirements or do not trigger OMA. Unless otherwise indicated, the listed Superintendent or administrative committees are optional:

Children's Advocacy Center Coordination Committee

This committee supports the implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of Board Policy 5.90, *Abused and Neglected Child Reporting*.

It includes the District Nondiscrimination Coordinator, Director of Safety and Security, and at least one representative from each of the following groups: District-level administrators, Building Principals, school personnel, and employees from the accredited Children's Advocacy Center (CAC) that serves the District.

The CAC Communication Committee reports directly to the Superintendent or designee.

See Board Policy 5.90, *Abused and Neglected Child Reporting*, and Administrative Procedure 5.90-AP, *Coordination with Children's Advocacy Center*.

Communicable and Chronic Infectious Disease Program Task Force

This task force assists in the development and review of a chronic and infectious disease program consistent with the District's policies and State and federal laws and regulations. Appointments are made to the task force only if the Superintendent or designee determines that its input is desirable.

Task force members may include the Superintendent or designee, Attorney for the District, District medical advisor, a school nurse, and representatives from the Board, local health department, PTO, the professional staff, and other employee groups.

See Board Policies 5.40, *Communicable and Chronic Infectious Disease*; and 7.280, *Communicable and Chronic Infectious Disease.*

Communicable and Chronic Infectious Disease Review Team

This review team monitors those employees and students who have a communicable and chronic infectious disease, and:

1. Reviews individual medical case histories.

2. Recommends the most appropriate educational setting for a student, which may include temporary removal from and return to the regular educational setting.

3. Recommends the most appropriate work setting for an employee; this may include retention in his/her present position, transfer to another position, or temporary excusal from or return to his/her work assignment.

The review team is guided by the Board's policies, Ill. Dept. of Public Health (IDPH) rules and regulations, and all other applicable State and federal laws. The team consults the employee's or the student's personal physician and local health department officials before making any recommendations. The Team respects the privacy rights of each employee and student and takes such precautions as may be necessary to secure confidentiality.

Team members include the District's medical advisor, a school nurse, the Building Principal, and the Superintendent or designee.

See Board Policies 5.40, *Communicable and Chronic Infectious Disease*; and 7.280, *Communicable and Chronic Infectious Disease.*

Concussion Oversight Team

This District-wide team is responsible for development, implementation of, and compliance with procedures regarding education of individuals on identifying signs of concussions, and return-to-play and return-to-learn protocols. Team members are appointed by the Superintendent or designee, with approval by the Board, or appointment by the Board.

Team members may include: a physician, athletic trainer, nurse, other licensed health care professionals, and at least one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team.

See Board Policies 5.100, *Staff Development Program*; and 7.305, *Student Concussions and Head Injuries.*

Curriculum Committees

Regularly, committees, task forces, and/or other groups may be appointed to ensure the curriculum and instructional program is meeting minimum State and federal law and regulations and the District's educational philosophy and goals. Changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations will be recommended.

Membership will be determined by the topic to be reviewed.

See Board Policies 6.40, *Curriculum Development;* and 6.60, *Curriculum Content*.

Diversity Equity Leadership Team ("DELT")

The District Equity Leadership Team (DELT) leads the district's equity work through the implementation of the Equity Action Plan. This plan encompasses five strands (i.e., areas of focus): systems, teaching and learning, professional development, student voice climate and culture, and families and communities as agency.

Committee members may include District-level administrators, building-level administrators, professional staff, and educational support personnel across the District.

Educational Technology Committee

This committee supports the implementation of Board Policy 7.345, *Use of Educational Technologies; Student Data Privacy and Security*.

This committee also supports the District's submission of an annual report to ISBE regarding educational technology capacities and policies.

Committee members may include the Director of Technology, District-level administrators, Building-level administrators, and teachers.

See Administrative Procedure 7.345-AP, *Use of Educational Technologies; Student Data Privacy and Security*.

Employee Substance Abuse Prevention Committee

This committee makes recommendations regarding employee substance abuse, and:

1. Cooperates with community and State agencies on substance abuse programs.

2. Gathers information about substance abuse and suggests methods to disseminate it to staff.

3. Develops a support network that encourages employees to self-refer for treatment and suggests procedures for early identification and treatment.

4. Recommends procedures that would protect the privacy of employees while taking into consideration any directives from the Board to the Superintendent regarding the District's obligation to provide a safe environment and to ensure high-quality performance, which may include but not be limited to:

    a. Securing training for designated district employees to educate them to identify symptoms of being impaired by or under the influence of substances prohibited by policy. For guidance about what *impaired by* or *under the influence of* means, see:

        i. Footnote discussions in numbers five and six in policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*;

        ii. 625 ILCS 5/11-501.2 and 5/11-501.9, amended by P.A. 101-27 (chemical and other tests, validity, etc., a/k/a *field sobriety tests*);

        iii. 410 ILCS 705/10-50(d), added by P.A. 101-27 ("An employer may consider an employee to be impaired or under the influence of cannabis if the employer has 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, including symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee

or others.") (**Note:** Consult the Attorney for the District about identifying cannabis use); and

iv. Professional development opportunities in the area, e.g., local law enforcement agencies may be a place to begin.

b. Implementing a reasonable suspicion and/or drug testing program(s) to enhance the District's ability to identify and discipline employees suspected of being impaired by and/or under the influence of prohibited substances. **Note:** Consult the Attorney for the District before implementing any drug-testing program(s) or disciplining employees based upon the results of these programs. Drug testing will likely assist the District with the challenges of identifying cannabis-related issues, but the science behind impairment identification and behavioral testing for cannabis impairment is new and emerging.

c. Addressing expectations for employees in positions of leadership who are perpetually *on call* due to the nature of their positions and responsibilities.

d. Holding licensed educators to a higher standard than non-licensed employees due to their professional code of conduct expectations.

e. Holding employees working directly with students to a higher standard than employees not working directly with students.

5. Recommends a method to explicitly inform employees of District policy and the consequences of substance abuse.

6. Recommends best practices for discipline of employees who are suspected of violating or are violating the District's policy.

Committee members include the Superintendent or designee, the Director of Human Resources, the Director of Safety and Security, the District's medical advisor, and employee representatives from both professional and educational support personnel. The committee is guided by Board policies, administrative procedures, and relevant State and federal statutes.

See Board Policy 5.50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*; and administrative procedure 5:120-AP2, *Employee Conduct Standards*.

Facilities Committee

The committee provides oversight of the District's facilities and technological infrastructure, and recommends acceptance of related donations. The Committee considers requests for advertisements on athletic fields, scoreboards, or other building locations and evaluates the proposed impact the advertisement will have on the purpose of the facility and the plan for installation and maintenance of the advertisement.

Committee members include Board members, District-level administrators, and others as necessary.

See Board Policies 2.20, *Powers and Duties of the School Board; Indemnification*; 4.150, *Facility Management and Building Programs*; 4.160, *Environmental Quality of Buildings and Grounds*; 8.25, *Advertising and Distributing Materials in Schools Provided by Non-School Related Entities*; 8.80, *Gifts to the District*.

Gender Support Team

The team will identify accommodations for a specific student based upon the needs expressed by the student.

Membership will be appropriate staff; the Attorney for the District should be invited to be a member.

See Board Policy 7.10, *Equal Educational Opportunities*.

Insurance Committee

The membership and scope of responsibilities and authority are as specified in the employee negotiated contracts.

See Board Policy 4.100, *Insurance Management*.

Pandemic Planning Team

This team builds a strong relationship with the local health department and emergency medical agencies and uses their assistance to develop and implement a comprehensive pandemic influenza school action plan and build awareness of the final plan among staff, students, and the community.

Team members may include one or two Board members, administrators, and staff members.

See Board Policy 4.180, *Pandemic Preparedness; Management; and Recovery*, and its procedures.

Performance Educational Reform Act (PERA) and Reduction in Force (RIF) Joint Committees

1. **PERA joint committee.** This mandatory committee develops a plan for incorporating data and indicators of student growth into the teacher evaluation plan. The joint committee is "composed of equal representation selected by the district and its teachers, or where applicable, the exclusive bargaining representative of its teachers." 105 ILCS 5/24A-4(b). If, within 180 calendar days of the committee's first meeting, the committee does not reach an agreement on the plan, the District must implement ISBE's model evaluation plan with respect to the use of data and indicators on student growth. The amendment of an evaluation plan continues to be a mandatory subject of bargaining. This committee also agrees to the panel of qualified evaluators that reviews appeals of unsatisfactory performance ratings and determines the criteria for successful appeals. 105 ILCS 5/24A-5.5**.** This committee must also establish: (a) a teacher evaluation plan that ensures that each tenured teacher whose performance is rated as either excellent or proficient is evaluated at least once in the course of the three school years after receipt of the rating, and (b) implement an informal teacher observation plan established by ISBE rule and by agreement of this committee to ensure that each tenured teacher in this category is at least informally observed at least once in the course of the two school years after receipt of the excellent or proficient rating. 105 ILCS 5/24A-5, amended by P.A. 102-252.

2. **RIF joint committee.** This mandatory committee convenes annually to consider issues identified in the statute concerning the selection of teachers for layoff. 105 ILCS 5/24-12(c). On or before December 1 each year, the RIF joint committee must be established and must hold its first meeting. It is composed of individuals appointed by the Board and the teachers (or the exclusive bargaining representative of its teachers).

Risk Management Committee

This committee develops, maintains, and oversees implementation of the District's Risk Management Program in order to protect the District against any property damage or against any liability or loss which may be imposed upon it or one of its employees for a tortious act under Federal or State common or statutory law, or imposed upon it under the Workers' Compensation Act, the Workers' Occupational Diseases Act, or the Unemployment Insurance Act. The committee approves the use of Tort Immunity Act levy funds for educational, inspectional, and supervisory services directly relating to loss prevention and loss reduction; the salaries of personnel responsible for implementing the Risk Management Program including identifying and analyzing loss exposures, selecting techniques for responding to loss exposures, implementing the chosen techniques, and monitoring the decisions made and implementing appropriate changes; and expenditures associated with implementing techniques chosen to respond to loss exposures.

The committee includes Board members, the Superintendent, the Attorney for the District, the Business Manager, and the Director of Operations.

See Board Policy 4.170, *Safety.*

Safety Committee

This committee creates and maintains a uniform school emergency operation plan for Unit 5 schools that is flexible enough to accommodate each school's unique characteristics and situation, consistent with State and federal law, including the School Safety Drill Act, Joint Rules of the Office of the State Fire Marshall and the Illinois State Board of Education: School Emergency and Crisis Response Plans, National Incident Management System (NIMS), and Presidential Policy Directive 8, and utilizes best practices following the Guide for Developing High-Quality School Emergency Operations Plans.

Committee members include Board members, Attorney for the District, other District-level administrators, building-level administrators, nurses, counselors, other school representatives, law enforcement, fire, EMS representatives, and other appropriate community representatives.

See Board Policy 4.170, *Safety*.

District Safety Team

This team builds awareness about and supports the development and implementation of the District's:

1. Targeted School Violence Prevention Program.
2. Anti-bullying program, as appropriate.

Team members include the Director of Safety and Security, the Attorney for the District, and representatives from the groups listed in procedure 4.170-AP1, *Comprehensive Safety and*

Security Program, Part C, Director of Safety and Security and District Safety Team; Responsibilities.

See Board Policies 4.170, *Safety*; and procedure 4.170-AP1, *Comprehensive Safety and Security Program*; 4.190, *Targeted School Violence Prevention Program*, and procedure 4.190-AP1, *Targeted School Violence Prevention Program* 7.180, *Prevention of and Response to Bullying Intimidation, and Harassment*; and procedure 7.180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*.

Sex Equity Committee

The committee supports the District's efforts to eliminate sexual harassment by advising the Superintendent or designee on prevention, intervention, and education.

Committee members may include community representatives, District administrators, teachers, and students.

See Board policies 2.260, *Uniform Grievance Procedure*; 2.265, *Title IX Grievance Procedure*; 5.10, *Equal Employment Opportunity*; 5.20, *Workplace Harassment Prohibited*; 7.10, *Equal Educational Opportunities*; 7.20, *Harassment of Students Prohibited*; 7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7.185, *Teen Dating Violence Prohibited*.

Time Out and Physical Restraint Oversight Team

The Time Out and Physical Restraint Oversight Team is required. The Team includes, but is not limited to, Building Principals, teachers, paraprofessionals, school service personnel, and administrators to develop:

1. A school district plan, including school-specific considerations, for reducing and eventually eliminating the use of isolated time out, time out, and physical restraint in accordance with the goals and benchmarks established by ISBE; and

2. Procedures to implement the plan and make the plan available for review by parents/guardians.

The Team also supported the District's submission to ISBE of the plan by July 1, 2022 and of progress reports annually thereafter through July 1, 2024, as well as notification to parents/guardians when plans and progress reports are available for review.

Title I Advisory Committee

This committee is required if the District receives or desires to receive Title I funds. The committee supports the development and implementation of the District's Title I plan. Its activities may include, at the Superintendent's or designee's directive:

1. Facilitating the active involvement of parents/guardians in their children's academic success by such activities as coordinating Title I parent-teacher conferences, providing information to help parents/guardians assist their children, coordinating volunteer or paid participation by parents/guardians in school activities, and establishing a process to respond to parents/guardians' inquiries and recommendations.

2. Distributing Title I informational materials.

3. Consulting regarding the District's Title I Plan.

4. Supporting the implementation of Board policy 6.170, *Title I programs*.

Committee members include parents/guardians and family members of Title I children.

See Board Policy 6.170, Title I Programs; 6.170-AP1, E1, *District-Level Parent and Family Engagement Compact.*

Transitional Bilingual Education (TBE) Programs Parent Advisory Committee

This committee is required. The committee maximizes the practical involvement of parents/guardians of students in the District's TBE program(s). Its purpose is to:

1. Afford parents/guardians the opportunity to effectively express their views; and
2. Ensure that the District's program(s) are planned, operated, and evaluated with the involvement of, and in consultation with, parents/guardians of students served by the program(s).

This committee must elect officers, establish internal rules, guidelines, and procedures.

All Building Principals with a TBE program located in their school or their designees serve on this team. Other committee members must include parents/guardians of students enrolled in the TBE program(s), transitional bilingual education teachers, counselors, and representatives from community groups. A majority of the committee members must be parents/guardians of students enrolled in the TBE program.

Transportation Committee(s)

The committee studies and advises the Superintendent on ways to provide timely and safe transportation within budget and that promotes student learning including reviewing the number of buses needed to provided student transportation, alternative ways to provide student transportation, composition and ownership of the bus fleet, reducing the number of late buses, hiring and retention practices of the transportation contractor, bus stop locations, school start and dismissal times, walking hazards, and behavior management on buses.

See Board Policies 4.100, Insurance Management; 4.110, Transportation; 7.60, Residence.

Wellness Committee

The committee serves in an advisory capacity regarding the health and well-being of students and staff members and participates in the development, implementation, periodic reviews, and updates of policy 6:50, School Wellness. 7 C.F.R. §210.31(d)(1). This committee also develops and implements the District's Anaphylaxis Prevention, Response, and Management Program. It monitors the program and establishes a schedule to ensure the Superintendent reports on the program's effectiveness to the Board at least once every three years.

Committee members include members of the Board, District-level administrators, building administrators, the Director of Safety and Security (see 4.170-AP1, Comprehensive Safety and Security Program, Part C, District Director of Safety and Security and District Safety Team; Responsibilities), District 504 Coordinator (see Board Policy 6.120, *Education of Children with*

Disabilities), staff members including food service employees, physical education teachers, and school health professionals, parents/guardians, community members, and students.

See Board Policies 6.50, *School Wellness*; 6.60, *Curriculum Content*, 7.285*, Anaphylaxis Prevention, Response, and Management Program*, and Administrative Procedure 7.285-AP, *Anaphylaxis Prevention, Response, and Management Program*, based upon the Ill. State Board of Education (ISBE) Anaphylaxis Response Policy for Illinois Schools at: www.isbe.net/Documents/Anaphylactic-policy.pdf.

Administrative Procedure - Qualification Based Selection

These procedures describe how the District will procure architectural, engineering, and land surveying services; the Local Government Professional Services Selection Act will control in the event of a conflict. 50 ILCS 510/. The Superintendent will modify these procedures whenever the Board determines by resolution that an emergency exists and a firm must be selected in an expeditious manner, or the cost of architectural, engineering, and land surveying services for the project is expected to be less than $40,000. 50 ILCS 510/8. Effective January 1, 2019, this amount increases annually by a percentage equal to the annual unadjusted percentage increase, if any, as determined by the consumer price index published by the U.S. Department of Labor Bureau of Labor Statistics for all urban consumers (CPI-U), available at: www.bls.gov/regions/new-england/data/consumerpriceindex_us_table.htm.

Actor	Action
Architectural, engineering, or land surveying firms	May annually file a statement of qualifications and performance data with the District. 50 ILCS 510/4.
Superintendent and/or Designee	Store statements of qualifications and performance data received from firms engaged in architectural, engineering, or land survey services. Unless the District has a satisfactory relationship for services with one or more firms, request a statement of interest in the specific project utilizing one or more of the following methods: 1. Mail or email notices of the proposed project to those firms that have current statements of qualifications and performance data on file. 2. Advertise in area daily newspaper of general circulation in the District. The advertisement must request a statement of qualifications and performance data from those firms which do not have a statement on file with the District, and must state the day, hour, and location that the statements of interest and qualifications and performance data are due. 3. Advertise on the District's website. The advertisement must include a description of the project and state the time and place for interested firms to submit their letters of interest and statements of qualifications and performance data, as required. 50 ILCS 510/4. Unless the District has a satisfactory relationship for services with one or more firms, evaluate the firms that submitted interest letters, according to criteria for ranking described in the last section of this procedure. The Superintendent or designee may conduct discussions with and require public presentations by firms deemed to be the most qualified regarding their qualifications, approach to the project, and ability to furnish the required services. 50 ILCS 510/5. Do not, prior to selecting a firm for contract negotiation, seek formal or informal submission of verbal or written estimates of costs or proposals in terms of dollars, hours required, percentage of construction cost, or any other measure of compensation. 50 ILCS 510/5.

	Select no less than three firms, who would be most qualified to provide services, and rank them in order of their qualifications. If fewer than three firms submit interest letters and the Board determines that one or both of those firms are so qualified, negotiate a contract as provided herein. 50 ILCS 510/6. Attempt to negotiate a contract at a fair and reasonable compensation, taking into account the estimated value, scope, complexity, and professional nature of the services to be rendered. 50 ILCS 510/5. If unable to agree on a satisfactory contract, terminate negotiations and proceed to negotiate with the firm ranked next in qualifications. 50 ILCS 510/5. If unable to negotiate a satisfactory contract with any of the three originally-selected firms, inform the Board. The District will re-evaluate the services requested and compile a second list of not less than three qualified firms and continue the process. 50 ILCS 510/5.

Criteria for Ranking Firms

Unless the District has a satisfactory relationship for services with one or more firms, the criteria for evaluating the firms submitting letters of interest may include, but are not limited to:

- **Required Criteria for Consideration** (50 ILCS 510/5)
  - Qualifications and ability of professional personnel
  - Past record and experience
  - Performance data
  - Acceptance of District's time and budget requirements
  - Location of firm's administrative offices
  - Workload

- **Permissive Criteria for Consideration**
  - Firm's credit rating
  - Firm's financial stability
  - Reputation
  - Technological resources

LEGAL REF.: 50 ILCS 510/1, Local Government Professional Services Selection Act.
105 ILCS 5/10-20-21.

Administrative Procedure - Guidelines for Investigating Complaints Filed Under Board Policy 2.260, Uniform Grievance Procedure and Allegations of Misconduct

All complaints are to be investigated, even when the complainant requests that nothing be done or is anonymous. For complaints of discrimination or harassment based on race, color, or national origin, refer to this procedure and 2.270-AP1, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*.

Step 1: Before the Investigation

A. School employees must immediately report a suspicion of child abuse or neglect to the Illinois Department of Child and Family Services in compliance with State law and Board Policy 5.90, *Abused and Neglected Child Reporting*. Reporting is required before proceeding further with the investigation.

B. Consistent with Board Policy 2.260, *Uniform Grievance Procedure*, the Superintendent appoints at least one District Complaint Manager to administer the complaint process. If possible the Superintendent will appoint two Complaint Managers of different genders. A Complaint Manager investigates: (1) complaints filed under Board Policy 2.260, *Uniform Grievance Procedure*, and (2) allegations of employee misconduct.

C. The appropriate Building Principal or designee investigates all allegations of student misconduct.

D. Anyone with a complaint or making an allegation of misconduct should be referred to a Complaint Manager of their choosing or Building Principal without delay.

E. A Complaint Manager or Building Principal (hereafter referred to as *investigator*) will investigate all complaints or allegations of misconduct, except that, depending on the circumstances, the Superintendent or Board may appoint a special investigator. Whenever the Superintendent deems necessary, an attorney may serve as a special investigator. See *considerations* under F below. The investigator should not have any involvement with the complainant or the alleged wrongdoer outside of the investigation. The Superintendent will ensure that investigators have sufficient authority and resources, including access to the Attorney for the District.

F. The Attorney for the District provides information and advice regarding the investigation process, including without limitation:

1. Whether the investigator's notes and investigation records (including, without limitation, any audio or video recordings, photographs, or electronic images) are education records for purposes of the federal Family Education Rights and Privacy Act (FERPA) and/or school student records as defined in the Ill. School Student Records Act (105 ILCS 10/, implemented by 23 Ill. Admin. Code §375.10).
2. Whether the investigator's notes and investigation records (including, without limitation, any audio or video recordings, photographs, or electronic images) will be subject to disclosure pursuant to a Freedom of Information Act (FOIA) request? A PAC opinion, binding on the parties, found that a city's investigatory records of an employee were not private or adjudicatory records and must be disclosed pursuant to a FOIA request (PAC Opinion 13-110).
3. Whether to record conversations, and if so, how to obtain and document consent under the criminal eavesdropping statute? 720 ILCS 5/14-1 et seq., amended by P.A. 98-1142, prohibits records a conversation in which someone has a reasonable expectation of privacy without the consent of all parties.
4. Whether the Attorney for the District should participate in or conduct the investigation? Whether an outside attorney should serve as a special investigator? Considerations include:

a. The U.S. Supreme Court has held that a private attorney temporarily retained by government to perform an investigation of an employee is entitled to seek qualified immunity from suit under Section 1983. Filarsky v. Delia, 566 U.S.377 (2012).
b. The FOIA exemption for communications between a public body and its attorney is available in only limited situations. See PAC Opinion 14-02 interpreting 5 ILCS 140/7(m).
c. Documents prepared by attorneys conducting an investigation under the prospect of litigation will not be subject to discovery during a subsequent lawsuit. Sandra TE v. South Berwyn School Dist., 600 F. 3d 612 (7th Circuit 2010) (when attorneys, as attorneys, perform a factual investigation, their documents are protected by the attorney-client privilege and the work-product doctrine).

G. The investigator should provide a fair opportunity for both sides to be heard.
H The investigator should begin by carefully reading the complaint. Next the investigator should review applicable Board policies, administrative procedures and manuals, laws, regulations, and collective bargaining agreements.
I. The investigator should develop a plan, including:
1. Witness list
2. Order of interviews
3. Questions for witnesses
4. Physical evidence needed, e.g., records, documents, reports, photos, and letters
J. The investigator should make logistical arrangements, e.g., determine interview location and the need for photographs and/or a video or audio recording.
K. If the investigator encounters an issue with legal ramifications outside of his/her understanding, either before or during the investigation, he/she should consult the Attorney for the District before proceeding further on that legal issue, as well as any other areas of the investigation it impacts.

Step 2: Investigator Responsibilities During the Investigation

A. Typically, the complainant is interviewed first, then the subject of the investigation, and, finally, all witnesses. The following applies to all interviews:
1. When possible, ensures that statements are written, dated, and signed by the person being interviewed. Does not audio or video record statements without first obtaining the Attorney for the District's advice concerning legal prerequisites and treatment of the recordings.
2. Ask open-ended questions and do not suggest answers to questions.
3. Records important details, essentially who, did what, to whom, when, and how done and, if appropriate, why?
4. Be objective and nonjudgmental; do not prejudge an alleged wrongdoer's guilt. Never show outrage or dismay.
5. Asks for the names of any other witnesses.
6. Deals with emotional outbursts and anger by patiently explaining that details are needed for an accurate investigation.
7. If a witness cannot be interviewed, records the reason.
B. While confidentiality should be maintained, do not make promises of confidentiality or anonymity. Only the Superintendent may promise confidentiality or anonymity.
C. Keep the Superintendent informed, but do not discuss the investigation with Board members in order to avoid the appearance of prejudice or unfairness.
D. Obtain copies of all relevant written or electronic communications. Originals are not needed, but records how to get them.
E. Collects physical evidence and photographs. Keeps a record of when, and where, or from whom physical evidence was gathered.

F. Documents any information about the interview that is relevant, or may become relevant, including the person's demeanor, gestures, accuracy of memory, and overall credibility.
G. During the investigation, keep the investigation file separate from personnel or student record files. In a subsequent hearing, the opposing side may be able to view the investigation file. Records relating to a public body's adjudication (hearing) of employee grievances or disciplinary cases are exempt from Freedom of Information Act public records requests under 5 ILCS 140/7(1)(n). However, the exemption does not extend to the final outcome of cases in which discipline is imposed.

Step 3: Investigator's Actions Following the Investigation

A. Reports to the Superintendent or designee the investigation results, that is, the matters investigated, facts, conclusions, and recommendations. Prepares a written report if appropriate or requested.
    1. Answer who, what, when, where, why, and how.
    2. Bases factual findings on whether an incident's occurrence is more likely than not. Identify as many factual findings as possible to support a conclusion. In a "he said, she said" scenario, a decision can be based on the credibility of the parties and witnesses. Include in the report any findings that are inconclusive.
    3. Makes a determination regarding credibility of specific evidence, that is, how believable is it and why by explaining the basis for the determination. Credible evidence is capable of belief by a reasonable person.
B. Is prepared to testify as to the fairness of the investigation, the authenticity of the evidence, and the contents of the investigation report.

ADMIN PROC.: 2.270-AP (Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin)

Administrative Procedure - Nondiscrimination Coordinator and Complaint Manager

The Nondiscrimination Coordinator directs the District's compliance with federal and State laws governing discrimination and harassment. The Complaint Manager administers the complaint process in Board Policy 2.260, *Uniform Grievance Procedure*.

Superintendent Responsibilities

A. Appoints individuals to serve as Nondiscrimination Coordinator and Complaint Managers whose skill sets suggest they could effectively fulfill the responsibilities identified in this procedure. One individual may serve in both capacities. The Superintendent may serve in either capacity. If possible, at least two Complaint Managers are appointed of different genders.

B. Identifies individuals to supervise the performance of the Nondiscrimination Coordinator and Complaint Managers. The supervisor must understand the responsibilities of each role and have authority to take action. If possible, a different individual is assigned to supervise each role as a control measure, e.g., the Human Resources Manager supervises the Nondiscrimination Coordinator's performance and the Superintendent supervises the Complaint Manager's performance.

C. Requires each Nondiscrimination Coordinator and Complaint Manager to possess or obtain:

    1. In-depth knowledge of Board policies as well as rules and conduct codes for students and employees.

    2. General knowledge of State and federal laws concerning equal employment and educational opportunities.

    3. Ability to:

        a. Communicate effectively, both orally and in writing, and to establish rapport with others;

        b. Plan, implement, evaluate, and report activities conducted;

        c. Be both consistent and flexible as circumstances warrant; and

        d. Analyze, clarify, and mediate differences of opinion.

D. Facilitates the effective performance of the Nondiscrimination Coordinator and Complaint Managers by:

    1. Providing them with clear expectations concerning their roles and responsibilities.

    2. Communicating to employees and students their functions and responsibilities.

    3. Providing them resources and professional development opportunities.

    4. Providing them access to the Attorney for the District for legal advice concerning their responsibilities.

Nondiscrimination Coordinator Responsibilities

A. Directs the District's efforts to provide equal employment and educational opportunities and prohibit the harassment of employees, students, and others. Manages compliance with Board Policies 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*, 5.10, *Equal Employment Opportunity*, 5.20, *Workplace Harassment Prohibited*, 5.90, *Abused and Neglected Child Reporting*, 7.10, *Equal Educational Opportunities*, 7.20, *Harassment of Students Prohibited*, 7.180 *Prevention of and Response to Bullying, Intimidation, and Harassment*, and 7.185, *Teen Dating Violence Prohibited*.

B. Develops and manages a program that will fully inform all employees and students about the District's commitment to equal employment and educational opportunities and a harassment-free environment. A component of this program is to inform employees and students about Board policies and administrative procedures.

C. Provides ongoing consultation, technical assistance, and information services regarding compliance requirements and programs.

D. Assists the Director of Human Resources with monitoring compliance with the recordkeeping and notice requirements contained in federal and State laws concerning discrimination and harassment in schools and the workplace.

E. Maintains grievance and compliance records and files.

F. Makes recommendations for action by appropriate decision makers.

G. Establishes a positive climate for nondiscrimination compliance efforts. This effort includes encouraging individuals to come forward with suggestions and complaints.

Complaint Manager Responsibilities

A. Implements and administers the grievance process contained in Board Policy 2.260, *Uniform Grievance Procedure.*

B. Manages complaints alleging a violation of any Board policy or procedure listed in the next section.

C. Assists complainants and potential complainants by, among other things, providing consultation and information to them.

D. Attempts to resolve complaints without resorting to the formal grievance process provided in Board Policy 2.260, *Uniform Grievance Procedure*.

E. Informs potential complainants, complainants, and witnesses that the District prohibits any form of retaliation against anyone who, in good faith, brings a complaint or provides information to the individual investigating a complaint.

F. Receives formal complaints and notifies relevant individuals of the ensuing process.

G. Investigates complaints or appoints a qualified individual to undertake the investigation on their behalf. Each complaint shall be investigated promptly, thoroughly, and impartially, and as confidentially as possible.

H. For each formal complaint, prepares a comprehensive written report describing the: (a) complaint, (b) investigation, and (c) findings and recommendations. Provides the report to the Superintendent or Board if the Superintendent is an alleged responsible party.

I. Receives a request from a complainant to appeal the Superintendent's resolution of the complaint and promptly forwards all relevant material to the Board.

J. Monitors compliance with all requirements and time-lines specified in Board Policy 2.260, *Uniform Grievance Procedure*.

Applicable Policies and Procedures

Section 2 – Board of Education

2.260	Uniform Grievance Procedure
2.260-AP2	Nondiscrimination Coordinator and Complaint Manager
2.265	Title IX Grievance Procedure
2.265-AP1	Title IX Response
2.265-AP2	Formal Title IX Complaint Grievance Process
2.270	Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited
2.270-AP1	Prevention and Response Program for Complainants of Discrimination and Harassment Based on Race, Color, and National Origin

Section 5 - Personnel

5.10	Equal Employment Opportunity
5.20	Workplace Harassment Prohibited
5.20-AP1	Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation

Section 6 - Instruction

6.120	Education of Children with Disabilities
6.140	Education of Homeless Children
6.140-AP1	Education of Homeless Children
6.170	Title I Programs

6.260 Suggestions or Objections to Curriculum, Instructional Materials, and Programs

Section 7 - Students

7.10 Equal Educational Opportunities

7.10-AP1 Transgender, Nonbinary, and Gender Non-Conforming Students

7.20 Harassment of Students Prohibited

Section 8 – Community Relations

8.70 Accommodating Individuals with Disabilities

8.110 Public Concerns

Resources

U.S. Equal Employment Opportunity Commission, www.eeoc.gov.

"Laws and Guidance," U.S. Equal Employment Opportunity Commission, https://www.eeoc.gov/laws-guidance-0.

"Frequently Asked Questions," U.S. Dept. of Education, Office for Civil Rights, www.ed.gov/about/offices/list/ocr/faqs.html.

Administrative Procedure – Title IX Response

The District responds to all reports of alleged sexual harassment in violation of Title IX regardless of whether the Complainant or Title IX Coordinator pursues a Formal Title IX Sexual Harassment Complaint. Use this procedure to implement the District's required response to reports of sexual harassment that may violate Title IX.

Responses must include: Training, Reporting, an Initial Meeting with the Complainant and Complaint Analysis, Consideration of a Formal Title IX Sexual Harassment Complaint, Consideration of Removal of the Respondent, and Recordkeeping. Procedures for each of these responses are outlined below.

Formal Title IX Sexual Harassment Complaints are processed using 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

Glossary of Terms

Use Exhibit 2:265-E, *Title IX Glossary of Terms*, in conjunction with this procedure.

Training

Actor	Action
Superintendent or Designee	Ensures: 1. All District employees receive training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator. 2. An individual designated by the District as a Title IX Coordinator, investigator, decision-maker (including the Initial Decision-Maker and Appellate Decision-Maker), or informal resolution process facilitator receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially. 3. Title IX investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. 4. Title IX decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant to the allegations. 5. Public availability of all training materials for the Title IX Coordinator, investigators, decision-makers, and any informal resolution facilitators by posting them on the District's website, if any, or otherwise making them available upon request for inspection by

Actor	Action
	members of the public. 34 C.F.R. §106.45(b)(10)(i)(D). See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

Reporting

Actor	Action
All District employees	Upon receiving knowledge of a sexual harassment allegation: 1. Immediately report a suspicion of child abuse or neglect to the Ill. Dept. of Children and Family Services on its Child Abuse Hotline 1-800-25-Abuse (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY)). 2. Promptly forward all reports of sexual harassment to the Title IX Coordinator. **Note:** Employees may receive knowledge of a sexual harassment allegation via an anonymous report. 85 Fed. Reg. 30132.

Initial Meeting with the Complainant; Complaint Analysis

Actor	Action
Title IX Coordinator	Upon receiving knowledge of a sexual harassment allegation, promptly contacts the Complainant to (34 C.F.R. §106.44(a)): 1. Discuss the availability of supportive measures; 2. Consider the Complainant's wishes with respect to supportive measures; **Note:** If a Complainant desires supportive measures, the District should keep the Complainant's identity confidential (including from the Respondent) unless disclosing the Complainant's identity is necessary to provide a particular supportive measure, e.g., no contact order. 85 Fed. Reg. 30133. 3. Inform the Complainant that supportive measures are available regardless of whether the Complainant files a Formal Title IX Sexual Harassment Complaint; and 4. Explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint, including 2:265-AP2, *Formal Title IX Complaint Grievance Process*. Maintains the confidentiality of the sexual harassment allegation, to the greatest extent practicable. Analyzes the sexual harassment allegation under the following Board policies: • 2:260, *Uniform Grievance Procedure* • 5:20, *Workplace Harassment Prohibited*

	• 5:90, *Abused and Neglected Child Reporting* • 5:120, *Employee Ethics; Conduct; and Conflict of Interest* • 7:20, *Harassment of Students Prohibited* • 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment* • 7:185, *Teen Dating Violence Prohibited* • 7:190, *Student Behavior* Answers the following questions: 1. Does another appropriate method exist for processing and reviewing the sexual harassment allegation? 2. If yes, does that other method govern the District's response in addition to or at the exclusion of policy 2:265, *Title IX Grievance Procedure*? See 2:265-E, *Title IX Glossary of Terms*, for a discussion of sexual harassment governed by laws other than Title IX. Consult the board attorney for guidance.

Consideration of a Formal Title IX Sexual Harassment Complaint

A Formal Title IX Sexual Harassment Complaint may be filed by the Complainant with the Title IX Coordinator in person, by mail, or by email, by using the contact information required to be listed for the Title IX Coordinator under 34 C.F.R. §106.8(a), and by any additional method designated by the District. The Formal Title IX Sexual Harassment Complainant must contain the Complainant's physical or digital signature, or otherwise indicate that the Complainant is the person filing it.

When the Title IX Coordinator signs a Formal Title IX Sexual Harassment Complaint, the Title IX Coordinator is not a Complainant or otherwise a party under 2:265-AP2, *Formal Title IX Complaint Grievance Process*. 34 C.F.R. §106.30.

Actor	Action
Title IX Coordinator	**When a Complainant Does NOT File a Formal Title IX Sexual Harassment Complaint:** Assesses the sexual harassment allegation to determine whether the circumstances justify overriding the Complainant's choice and signing a Formal Title IX Sexual Harassment Complaint. "If a grievance process is initiated against the wishes of the complainant, that decision should be reached thoughtfully and intentionally by the Title IX Coordinator [and] not [be] an automatic result that occurs any time [the District] has notice that a complainant was allegedly victimized by sexual harassment." 85 Fed. Reg. 30131. Consult the board attorney for guidance. The District's Every Student Succeeds Act (ESSA) obligations may require the Title IX Coordinator to sign a Formal Title IX Sexual Harassment Complaint initiating a grievance process against an

	employee-respondent, even when the Complainant does not wish to file a Formal Title IX Sexual Harassment Complaint; e.g., the District wishes to investigate allegations in order to determine whether it has probable cause of employee sexual misconduct that affect its ESSA obligations. **When a Complainant Files, or the Title IX Coordinator Signs, a Formal Title IX Sexual Harassment Complaint:** Proceeds to and follows 2:265-AP2, *Formal Title IX Complaint Grievance Process*, in conjunction with any response required by this procedure.

Consideration of Removal of the Respondent

Actor	Action
Title IX Coordinator	**Emergency Removal of Respondent-Student:** If the Respondent is an identified student, considers whether the Respondent-student should be removed from the District's education program or activity on an emergency basis in accordance with 34 C.F.R. §106.44(c). Before removing a Respondent-student on an emergency basis, conducts an individualized safety and risk analysis to determine whether removal is justified by an immediate threat to the physical health or safety of any student or other individual arising from the sexual harassment allegations. See 4:190-AP2, *Threat Assessment Team (TAT)*. If the Respondent-student is removed on an emergency basis: 1. Provides the Respondent-student with written notice and an opportunity to challenge the decision immediately following the removal; and 2. Follows requirements set forth in 105 ILCS 5/10-22.6. **Administrative Leave for Respondent-Employee:** If the Respondent is identified and is a non-student employee, in conjunction with the Assistant Superintendent for Human Resources, considers whether the Respondent-employee should be placed on administrative leave in accordance with 34 C.F.R. §106.44(d), relevant District policies and procedures, and any applicable collective bargaining agreements. See Board policies 5:240, *Suspension*, and 5:290, *Employment Termination and Suspensions*. **Note**: While Title IX regulations do not impose a time limit on the duration of an emergency removal (85 Fed. Reg. 30230), time limits may apply based upon District policies and procedures, any applicable collective bargaining agreements, and other laws and regulations, e.g., the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, 105 ILCS 5/10-22.6.

Recordkeeping

Actor	Action
Title IX Coordinator	Creates and maintains, for a period of at least seven years, records of any actions and supportive measures taken and provided in response to the

	report of sexual harassment, regardless of whether a Formal Title IX Sexual Harassment Complaint was filed. 34 C.F.R. §106.45(b)(10)(ii). Ensures that records document: 1. Why the District's response to the sexual harassment allegation was not deliberately indifferent, e.g., was deliberately concerned and appropriate; 2. The supportive measures the District took to restore or preserve equal access to its education program or activity; and 3. If the District did not provide Complainant with supportive measures, why not providing them was clearly reasonable in light of the circumstances. Id. See 5:150, *Personnel Records*, and 5:150-AP, *Personnel Records*, addressing the identification, storage, and access to personnel records. See 7:340, *Student Records*, along with 7:340-AP1, *School Student Records*, and 7:340-AP2, *Storage and Destruction of School Student Records,* addressing the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.

Administrative Procedure – Formal Title IX Complaint Grievance Process

This procedure implements the District's investigation and response process to a Formal Title IX Sexual Harassment Complaint after a decision to pursue one has been made using 2:265-AP1, *Title IX Response*. See 34 C.F.R. Part 106. Use this procedure to comply with 34 C.F.R. §106.45, *Grievance process for formal complaints of sexual harassment*. Use exhibit 2:265-E, *Title IX Glossary of Terms*, in conjunction with this procedure.

This procedure contains a **Table of Contents** and lettered **Sections**.

Table of Contents

A. Overview of 34 C.F.R. §106.45 Grievance Process
B. Notice of Allegations
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E. Informal Resolution of Formal Title IX Sexual Harassment Complaint
F. Investigation of Formal Title IX Sexual Harassment Complaint
G. Determination Regarding Responsibility; Remedies
H. Appeals
I. Recordkeeping

Sections

A. Overview of 34 C.F.R. §106.45 Grievance Process

The District treats Complainants and Respondents engaging in the Formal Title IX Sexual Harassment Complaint Grievance Process (Grievance Process) equitably and adheres to the following guidelines:

1. Presumption of Non-Responsibility. The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Grievance Process. 34 C.F.R. §106.45(b)(1)(iv).
2. Grievance Process Required Before Imposing Sanctions. The District complies with this Grievance Process before imposing any disciplinary sanctions or other actions against a Respondent. 34 C.F.R. §106.45(b)(1)(i).
3. Supportive Measures. The District may provide counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures to Complainants and/or Respondents. 34 C.F.R. §106.45(b)(1)(ix). See 2:265-E, *Title IX Glossary of Terms*, for the definition of *supportive measures*.
4. Evidence Considered. All relevant evidence – including both inculpatory and exculpatory evidence – is objectively evaluated. Credibility determinations are not based on a person's status as a Complainant, Respondent, or witness. The District does not require, allow, rely

upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, e.g., attorney-client privilege, doctor-patient privilege, or spousal privilege, unless the person holding such privilege has waived the privilege. 34 C.F.R. §106.45(b)(1)(ii) and (x).

5. Standard of Proof. All determinations are based upon the *preponderance of evidence* standard. 34 C.F.R. §106.45(b)(1)(vii).
6. Right to Appeal. Each party may appeal any determination as described in **Section H. Appeals**, below. 34 C.F.R. §106.45(b)(1)(viii); 34 C.F.R. §106.45(b)(8)(i).
7. Timeline. This Grievance Process is concluded within 90 school business days after receipt of a Formal Title IX Sexual Harassment Complaint. As used in this Grievance Process, *school business days* means days on which the District's main office is open. For good cause, this Grievance Process may be temporarily delayed or extended for a limited time only if the Complainant and the Respondent are provided written notice of the delay/extension and the reasons for it. Good cause may include: the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. 34 C.F.R. §106.45(b)(1)(v).
8. Disciplinary Sanctions and Remedies. Following a determination of responsibility, the District may implement recommended disciplinary sanctions, up to and including: discharge, for a Respondent-employee; expulsion, for a Respondent-student; and termination of any existing contracts and/or prohibition from District property and activities, for a third-party Respondent. 34 C.F.R. §106.45(b)(1)(vi).

   Where a determination of responsibility for sexual harassment is made against a Respondent, remedies designed to restore or preserve equal access to the District's education program or activities are provided to a Complainant. Remedies may include the same individualized services described in Supportive Measures, above. Unlike Supportive Measures, however, remedies may be disciplinary or punitive, and they may burden the Respondent. 34 C.F.R. §106.45(b)(1)(i). The District may implement remedies up to and including the recommended disciplinary sanctions described above. 34 C.F.R. §106.45(b)(1)(vi).
9. Training Requirements. The District ensures certain training requirements are met. At a minimum, any individual designated by the District as a Title IX Coordinator, investigator, decision-maker (including the Initial Decision-Maker and Appellate Decision-Maker), or any person designated by the District to facilitate an informal resolution process will:

   a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent; and

   b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and Grievance Process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially (including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias).

   Any individual designated by the District as an investigator receives training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

   Any individual designated by the District as a decision-maker receives training on issues of relevance of questions and evidence, including training about when questions

and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant to the allegations. 34 C.F.R. §106.45(b)(1)(iii).

B. Notice of Allegations

Upon signing a Formal Title IX Sexual Harassment Complaint or receiving a Formal Title IX Sexual Harassment Complaint filed by a Complainant, the Title IX Coordinator:

1. Provides written notice to all known parties of the following information:
    a. This procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*, including any available informal resolution process.
    b. The allegations of sexual harassment potentially constituting Title IX sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Title IX sexual harassment, and the date and location of the alleged incident, if known.
    c. That the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Grievance Process.
    d. That all parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
    e. That all parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Title IX Sexual Harassment Complaint (including evidence the District does not intend to rely on in determining responsibility, and inculpatory or exculpatory evidence) so that each party can meaningfully respond to the evidence before the investigation concludes.
    f. That the District's behavior policies prohibit knowingly making false statements or knowingly submitting false information during the Grievance Process.
2. Provides a second written notice to all known parties if, during the investigation, the District decides to investigate allegations not included in the first written notice.
3. Decides whether to personally conduct the investigation or appoint a qualified investigator. If the Title IX Coordinator appoints a qualified investigator, provides written notice of the appointment to the Investigator.

When the Complainant's Identity Is Unknown

If the Complainant's identity is unknown, e.g., where a third party reports that a Complainant was victimized by sexual harassment but does not reveal the Complainant's identity, or a Complainant reports anonymously, the Grievance Process may proceed if the Title IX Coordinator determines it is necessary to sign a Formal Title IX Sexual Harassment Complaint, even though the written notice provided in **Section B.1**, above, will not include the Complainant's identity. 85 Fed. Reg. 30133. If the Complainant's identity is later discovered, the Title IX Coordinator provides another written notice to the parties. Id. at f/n 594.

When the Respondent's Identity is Unknown

If the Respondent's identity is unknown, e.g. where a Complainant does not know the Respondent's identity, the Grievance Process shall proceed because an investigation might

reveal the Respondent's identity, even though the written notice provided in **Section B.1**, above, will not include the Respondent's identity. If the Respondent's identity is later discovered, the Title IX Coordinator provides another written notice to the parties. 85 Fed. Reg. 30138.

C. Consolidation of Formal Title IX Sexual Harassment Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the Title IX Coordinator may consolidate Formal Title IX Sexual Harassment Complaints alleging sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party. 34 C.F.R. §106.45(b)(4).

D. Dismissal of Formal Title IX Sexual Harassment Complaint

After an investigation, if the Title IX Coordinator determines that the conduct alleged would not constitute Title IX sexual harassment even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the Title IX Coordinator dismisses the Formal Title IX Sexual Harassment Complaint with regard to that conduct for purposes of Title IX sexual harassment only. Such a dismissal does not preclude action under another applicable District policy or procedure.

At any time during the investigation, the Title IX Coordinator may dismiss the Formal Title IX Sexual Harassment Complaint, or any allegations contained in it, if any of the following occur:

1. The Complainant notifies the Title IX Coordinator in writing that he or she wants to withdraw the Formal Title IX Sexual Harassment Complaint or any allegations contained in it;
2. The Respondent is no longer enrolled or employed by the District; or
3. Specific circumstances prevent the District from gathering enough evidence to reach a determination as to the Formal Title IX Sexual Harassment Complaint or allegations in it.

Upon dismissal, the Title IX Coordinator promptly sends simultaneous written notice to the parties of the dismissal, reason(s) for the dismissal, and the right to appeal the dismissal. 34 C.F.R. §106.45(b)(3).

E. Informal Resolution of Formal Title IX Sexual Harassment Complaint

At any time prior to reaching a determination regarding responsibility, the District may facilitate informal resolution of a Formal Title IX Sexual Harassment Complaint, such as mediation, that does not involve a full investigation and adjudication, provided that the District (34 C.F.R. §106.45(b)(9)):

1. Provides the parties written notice disclosing:
    a. The allegations;
    b. Informal resolution process requirements, including the circumstances where parties are precluded from resuming a Formal Title IX Sexual Harassment Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Grievance Process for the Formal Title IX Sexual Harassment Complaint; and
    c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

F. Investigation of Formal Title IX Sexual Harassment Complaint

The Investigator or Title IX Coordinator follows these steps when investigating the allegations in a Formal Title IX Sexual Harassment Complaint.

Actor	Action
Investigator or Title IX Coordinator	During an investigation and throughout the Grievance Process (34 C.F.R. §106.45(b)(5)): 1. Ensures that the burden of proof and burden of gathering evidence rest on the District and not the parties involved. 34 C.F.R. §106.45(b)(5)(i). 2. Provides an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. 34 C.F.R. §106.45(b)(5)(ii). 3. Refrains from restricting the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. 34 C.F.R. §106.45(b)(5)(iii). 4. Provides the parties the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice (who may, but is not required to, be an attorney). 34 C.F.R. §106.45(b)(5)(iv). 5. Provides, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate. 34 C.F.R. §106.45(b)(5)(v). 6. Provides the parties an equal opportunity to inspect and review any evidence obtained during the investigation that is directly related to the Formal Title IX Sexual Harassment Complaint's allegations (including evidence the District does not intend to rely on in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence). 34 C.F.R. §106.45(b)(5)(vi). 7. Prior to the completion of the investigative report, sends to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy and provides each party with 10 school business days to submit a written response. Id. 8. Upon receipt of a party's written response to the evidence, reviews the response and sends a copy to the other party in an electronic format or a hard copy. Prepares an investigative report summarizing all relevant evidence. 34 C.F.R. §106.45(b)(5)(vii).

Actor	Action
	Sends to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response. Id. **Note:** This step must occur at least 10 school business days before the Initial Decision-Maker's determination regarding responsibility. Id. At the conclusion of the investigation, sends to the Initial Decision-Maker in an electronic format or hard copy: 1. The Formal Title IX Sexual Harassment Complaint; 2. All evidence gathered during the investigation that is directly related to the Formal Title IX Sexual Harassment Complaint's allegations (including evidence the District does not intend to rely on in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence); and 3. The investigative report.

G. Determination Regarding Responsibility; Remedies

Initial Decision-Maker	The Superintendent or designee acts as the Initial Decision-Maker for all Formal Title IX Sexual Harassment Complaints, unless it involves allegations against the Superintendent or designee or against a Board Member. In such cases, an outside consultant, e.g., an attorney or retired school administrator, acts as the Initial Decision-Maker. **Reviews Investigative Report and Corresponding Materials; Opportunity for Parties to Submit Questions** Reviews all materials received from the Investigator. Provides the parties with written notice of the opportunity to submit, through the Initial Decision-Maker, written, relevant questions that a party wants asked of any party or witness. 34 C.F.R. §106.45(b)(6)(ii). In the written notice, informs the parties that: 1. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless they: are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant; or concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Id. 2. Any questions must be submitted to the Initial Decision-Maker within five (5) school business days. Reviews any questions received from each party for submission to any party or witness. Determines which questions to forward to any party or witness for answers. If any proposed questions are excluded as not relevant, provides the proposing party with a written explanation of the decision to exclude a question as not relevant. Id.

	Forwards relevant questions to any party or witness with instructions to submit answers to the Initial Decision-Maker within five (5) school business days. Upon receipt of answers to questions, provides each party with copies of them. Id. Provides the parties with written notice of the opportunity to submit, through the Initial Decision-Maker, additional, limited follow-up written, questions that a party wants asked of any party or witness. Id. Informs the parties that any questions must be submitted to the Initial Decision-Maker within five (5) school business days. Upon receipt of answers to the additional questions, provides each party with copies of them. Id. **Determination and Written Notice of Determination** Basing all decisions on the *preponderance of evidence* standard, simultaneously issues to the parties a written determination regarding responsibility that (34 C.F.R. §106.45(b)(7)(ii)): 1. Identifies the allegations potentially constituting Title IX sexual harassment; 2. Describes the procedural steps taken from the receipt of the Formal Title IX Sexual Harassment Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence; 3. Contains findings of fact supporting the determination; 4. Contains conclusions regarding the application of the District's policies and procedures to the facts; 5. Contains a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any recommended disciplinary sanctions for the District to impose on the Respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the Complainant; and 6. Outlines the District's procedures and permissible bases for the Complainant and Respondent to appeal.
Title IX Coordinator	Implements any remedies for the Complainant as ordered by the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(iv).

H. Appeals

The determination regarding responsibility becomes final either on the date that the Appellate Decision-Maker provides the parties with the written decision of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. 34 C.F.R. §106.45(b)(7)(iii).

Actor	Action
Complainant or Respondent	Within 10 school business days after receiving the either the Initial Decision-Maker's written determination regarding responsibility or the

Actor	Action
	notice of dismissal of Formal Title IX Sexual Harassment Complaint, makes a written request to the Title IX Coordinator appealing the determination/dismissal based on: 1. Procedural irregularity that affected the outcome. 2. New evidence now available that could affect the outcome but that was not reasonably available at the time the determination. 3. The Title IX Coordinator, Investigator, or Initial Decision-Maker had a conflict of interest or bias for or against complainants or respondents generally or the individual Complainant or Respondent that affected the outcome. 34 C.F.R. §106.45(b)(8)(i). **Note:** The District may offer appeals on additional bases, so long as they are offered equally to both parties. 34 C.F.R. §106.45(b)(8)(ii). Consult the board attorney before offering additional appeal bases, as they may overlap with or impact related proceedings that occur separately from this Grievance Process, e.g., a student expulsion hearing or teacher dismissal hearing to impose recommended disciplinary sanctions as a result of this Grievance Process.
Title IX Coordinator	Upon receiving an appeal from one party: 1. Notifies the other party in writing that an appeal has been filed. 2. Provides both parties five (5) school business days to submit a written statement in support of, or challenging, the outcome. 3. Promptly forwards all materials relative to the appeal to the Appellate Decision-Maker. **Note:** The District must ensure that the Appellate Decision-Maker is not the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Board may, but is not required to, hear and decide the appeal; it is a suggestion that aligns with the appeal provisions in policy 2:260, *Uniform Grievance Procedure*, and with Ill. State Board of Education sex equity regulations requiring districts to "provide for final appeal of grievance decisions made at the system level to the system's governing board." 23 Ill. Admin. Code §200.40(c)(1). **If the Board acts as the Appellate Decision-Maker, the Board must receive the training in Section A.9, above.** **Note:** Some school attorneys recommend that the appeal not go to the Board, so that the Board's objectivity is not called into question if it needs to conduct a hearing related to recommended disciplinary sanctions resulting from the Grievance Process. **Districts should discuss their options with their board attorney.**

Actor	Action
Appellate Decision-Maker	Within 30 school business days, affirms, reverses, or amends the written determination regarding responsibility or the notice of dismissal. Within five (5) school business days after its decision, simultaneously issues a written decision to both parties that describes the result of the appeal and the rationale for the result. 34 C.F.R. §106.45(b)(8)(iii)(E), (F).

I. Recordkeeping

Actor	Action
Title IX Coordinator	Creates and maintains, for a period of at least seven (7) years, records of (34 C.F.R. §106.45(b)(10)(i)): 1. The sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore/preserve equal access to the District's education program or activity; 2. Any appeal and its result; 3. Any informal resolution and its result; and 4. All materials used to train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution. See 5:150, *Personnel Records*, and 5:150-AP, *Personnel Records*, addressing the identification, storage, and access to personnel records. See 7:340, *Student Records*, along with 7:340-AP1, *School Student Records*, and 7:340-AP2, *Storage and Destruction of School Student Records,* addressing the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.

Exhibit - Guidance for Board Member Communications, Including Email Use

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

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/forward"* alert to the group, such as: "**BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group; reply only to the sender.**"

2. Board members are permitted to discuss any matter except District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.

3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that 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 or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.

5. A Board member should include a *"do not reply/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.**"

6. Board members should not forward email received from another Board member.

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

An electronic communication must be disclosed if it is a *public record* as defined by FOIA, unless a specific exemption applies. A public record is any recorded information "pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body". 5 ILCS 140/2. Email 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 email 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 the Open Meetings Act and, thus, are subject to disclosure during proceedings to enforce the Open Meetings Act.

   b. Sent and/or received by an individual Board member on a District-issued device or District-issued email address **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.

   c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.

   d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough Board

members to constitute a majority or more of a Board-quorum **will be a public record** and subject to FOIA. The electronic communication is in the District's possession.

e. Either sent to or from a Board member's personal electronic device during a Board meeting **will be a public record** and subject to FOIA. The electronic communication is in the District's possession because Board members were functioning collectively as a public body.

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

When Must Electronic Communications Be Retained?

Email that qualifies under FOIA as a *public record* will need to be stored pursuant to the Local Records Act, only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation (Local Records Act, 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 Local Records Act.

Important: Do not destroy any email concerning a topic that is being litigated without obtaining the Attorney for the District's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding not to destroy any electronic records that might be relevant. For more discussion of a litigation hold, see *Administrative Procedure 2.250-AP2*. 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, amended by P.A. 98-1063.

Exhibit - Written Request for District Public Records

All requests to inspect and/or to obtain a copy of a District record must be made in writing. This form is provided for convenience – its use is not required. Please submit all requests to one of the District's Freedom of Information Officers who can give you an estimate of copying fees. Copying fees, if any, must be paid before copies will be provided.

Name of individual(s) requesting District records | Organization

Address | Telephone number

City State Zip | Email address

☐ Please check if this request of records is being made for a commercial purpose. 5 ILCS 140/2(c-10) states: "*Commercial purpose* means the use of any part of a public record or records, or information derived from public records, in any form for sale, resale, or solicitation or advertisement for sales or services. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered to be made for a *commercial purpose* when the principal purpose of the request is (i) to access and disseminate information concerning news and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education". 5 ILCS 140/3.1(c) states: "It is a violation of [FOIA] for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body."

☐ Please check if a fee waiver or reduction is being requested. 105 ILCS 140/6(c) states: "Documents shall be furnished without charge or at a reduced charge, as determined by the public body, if the person requesting the documents states the specific purpose for the request and indicates that a waiver or reduction of the fee is in the public interest. Waiver or reduction of the fee is in the public interest if the principal purpose of the request is to access and disseminate information regarding the health, safety and welfare or the legal rights of the general public and is not for the principal purpose of personal or commercial benefit."

Please indicate your reason for requesting a fee waiver:

Record description (*Please be specific*)

Check if you are requesting:

Inspection	Copy	To be Mailed
Electronic Copy	Fee* (if any)	To Pick up

Signature Date of Request

Adopted: February 11, 2009
Reviewed: June 2024
Amended: July 17, 2024

Exhibit – Title IX Glossary of Terms

Use this exhibit to educate employees and students about Title IX terms, and with the required Title IX response and grievance process in Board policy 2:265, *Title IX Grievance Procedure*, implemented by administrative procedures 2.265-AP1, *Title IX Response*, and 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

Glossary of Terms

Actual Knowledge – Notice of sexual harassment or allegations of sexual harassment to any District employee or to the District's Title IX Coordinator. Assumption of knowledge based solely on the District's status as an employer or other presumption under law does not constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the Respondent. *Notice* as used here includes, but is not limited to, a report or complaint of sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. 34 C.F.R. §§ 106.30, 106.8(a).

Appellate Decision-Maker – An individual or group, e.g., a Board-appointed appeal examiner or the Board, which reviews an appeal of the Initial Decision-Maker's determination regarding responsibility or a dismissal of a Formal Title IX Sexual Harassment Complaint (defined below). The Appellate Decision-Maker cannot be the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Appellate Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

Consent – Knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Consent may not be inferred from silence, passivity, or a lack of verbal or physical resistance. A person's manner of dress does not constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. Consent may be withdrawn at any time. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following: (1) the person is incapacitated due to the use or influence of alcohol or drugs; (2) the person is asleep or unconscious; (3) the person is under age; or (4) the person is incapacitated due to a mental disability. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Coercion, force, or the threat of either invalidates consent.

> **Note:** 34 C.F.R. §106.30, added at 85 Fed. Reg. 30574, states that Title IX recipients are not required to adopt a particular definition of consent with respect to sexual assault; however, in its 2020 Title IX rulemaking, the U.S. Dept. of Education (DOE) stated that "recipients must clearly define consent and must apply that definition consistently." 85 Fed. Reg. 30125. **Consult the Board Attorney if the District would like to customize this definition.**

Education Program or Activity – Includes locations, events, or circumstances in the United States over which the District exercised substantial control over both the Respondent and the context in which the sexual harassment occurred. 34 C.F.R. §106.44(a).

> **Note:** Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). The District's Title IX obligations extend to off-campus sexual harassment incidents "if the off-campus incident occurs as part of the [district]'s 'operations' pursuant to 20 U.S.C. 1687 and 34 CFR 106.2(h)" or if the District "exercised substantial control over the respondent and the context of alleged sexual harassment that occurred off campus pursuant to § 106.44(a)." 85 Fed. Reg. 30196. No single factor is determinative of whether the District exercised *substantial control* or whether an incident occurred as part of the District's *operations.* Id. at 30197. *Operations* may include computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in, the District's operations. Id. at 30202. **Consult the Board Attorney for further guidance.**

Formal Title IX Sexual Harassment Complaint – A document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation. At the time of filing a Formal Title IX Sexual Harassment Complaint, a Complainant must be participating in or attempting to participate in the District's education program or activity with which the Formal Title IX Sexual Harassment Complaint is filed.

> **Note:** Whether a Complainant is *attempting to participate* is a fact-specific inquiry. For example, a Complainant who has graduated may still be attempting to participate in an education program where he or she intends to remain involved in alumni programs or activities. 85 Fed. Reg. 30138. **Consult the Board Attorney for further guidance.**

Initial Decision-Maker – An individual designated by the Title IX Coordinator to reach an initial determination regarding responsibility in a Formal Title IX Sexual Harassment Complaint (defined above) by applying the standard of proof set forth in 2.265-AP2, *Formal Title IX Complaint Grievance Process*. See 85 Fed. Reg. 30054. The Title IX Coordinator cannot be the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(i). The Initial Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Investigator – The Title IX Coordinator or an individual designated by the Title IX Coordinator to investigate a *Formal Title IX Sexual Harassment Complaint* (defined above) according to 2.265-AP2, *Formal Title IX Complaint Grievance Process*. The Investigator must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Respondent – An individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a Complainant or Respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties,

changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District will maintain as confidential any supportive measures provided to a Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. 34 C.F.R. §106.30.

Sexual Harassment Governed by Laws Other Than Title IX – The District must also address sexual harassment that does not meet the definition of Title IX sexual harassment, including but not limited to sexual harassment in violation of the State Officials and Employees Ethics Act (5 ILCS 430/), Illinois Human Rights Act (775 ILCS 5/), and Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000e et seq.).

For each report or complaint received, the Title IX Coordinator reviews the following Board policies to determine if they require additional action by the District in addition to or at the exclusion of policy 2.265, *Title IX Grievance Procedure*:

- 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 School Board, 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.

- 5.20, *Workplace Harassment Prohibited.* This policy prohibits employees from engaging in sexual harassment.

- 5.90, *Abused and Neglected Child Reporting*. This policy requires employees who suspect or receive knowledge that a student may be an abused or neglected child to immediately report their suspicion to the Ill. Dept. of Children and Family Services (DCFS). If an employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, it further requires the District to coordinate with the local Children's Advocacy Center.

- 5.120, *Employee Ethics; Conduct; and Conflict of Interest*. This policy sets forth high standards for employee ethics and conduct, and incorporates by reference the Code of Ethics for Illinois Educators.

- 7.20, *Harassment of Students Prohibited*. This policy prohibits all sexual harassment of students.

- 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 stalking, sexual harassment, sexual violence, or retaliation for asserting or alleging an act of bullying.

- 7.185, *Teen Dating Violence Prohibited*. This policy prohibits students 13-19 years of age from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.

- 7.190, *Student Behavior*. This policy sets forth student conduct rules, prohibited student conduct, and behavioral interventions and disciplinary measures designed to address the causes of misbehavior and teach students positive behavioral skills.

Title IX Sexual Harassment – Conduct on the basis of sex that satisfies one or more of the following (34 C.F.R. §106.30):

- A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
- 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 education program or activity; or
- *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).
    - *Sexual assault* means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system (UCR Program) of the Federal Bureau of Investigation (FBI), and includes rape, fondling, incest, and statutory rape. 20 U.S.C. §1092(f)(6)(A)(v); 34 C.F.R. Part 668, Appendix A to Subpart D. For more information regarding the FBI UCR Program, see www.fbi.gov/services/cjis/ucr/.
    - *Dating violence* means violence committed by a person: (1) who is or has been in a social relationship of a romantic or intimate nature with the victim, and (2) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. 34 U.S.C. §12291(a)(10).
    - *Domestic violence* includes any felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may constitute criminal behavior, by a person who: (1) is a current or former spouse or intimate partner of the victim; (2) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (3) shares a child in common with the victim; or (4) commits acts against a youth or adult victim who is protected from those acts under the domestic or family violence laws of the jurisdiction. 34 U.S.C. §12291(a)(12).
    - *Stalking* means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for his or her safety or the safety of others, or (2) suffer substantial emotional distress. 34 U.S.C. §12291(a)(36).

Administrative Procedure - Insufficient Fund Checks

The following will occur whenever any individual writes a check to the District that is not honored upon presentation to the respective bank or other depository institution for any reason:

1. The Superintendent or designee will contact the individual by telephone as soon as the check is returned to the District. The individual will be asked to pay the returned check and the returned check fee.

2. If the amount due is not paid after initial contact, the Superintendent or designee will send a letter by certified mail, return receipt requested, demanding payment within 30 days of mailing the letter and shall include notice of liability for the costs and expenses. A written demand is necessary to become eligible for any costs and expenses in excess of a $25.00 collection fee (810 ILCS 5/3-806).

3. If the amount due is not paid within 30 days of mailing the demand letter, the Superintendent or designee will contact the Attorney for the District to discuss further collection action.

Administrative Procedure - Controls for the Use of District Credit and Procurement Cards

This procedure implements, and is subject to, Board Policy 4.55, *Use of Credit and Procurement Cards*. The business office shall oversee the following controls:

Issue District credit and/or procurement cards to only authorized individuals.

1. Require prior authorization from the Superintendent or designee before issuing a card to any individual.
2. Have cardholders sign Exhibit 4.55-E1, *Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards*.
3. Instruct cardholders:
   a. In the proper use of cards, and;
   b. How to document purchases, including the need to: (a) present an itemized receipt in addition to a credit or procurement card receipt for each item, (b) indicate the date, purpose, and nature of the charge on the receipt, and (c) identify the names of individuals for whom expenditures were incurred on the receipt.

Monitor that credit and/or procurement cards are being used for appropriate purchases.

1. Prohibit the use of District credit or procurement cards for personal expenses. Two problems prevent personal use pending later reimbursement – there is no guarantee of reimbursement and the practice is a *de facto* loan available only to certain employees.
2. Do not use cards that allow cash advances or cash back from purchases.
3. Establish reasonable credit limits for each purchase, transaction, and/or the balance total on each card. Reduce the limits on existing cards if necessary. Require prior authorization for purchases above these limits.
4. When a card is used for "emergency purposes," require that the user clearly document the emergency situation that justified the need.
5. Block certain types of vendors or purchases using Merchant Category Codes – these categorize businesses by the products or services they provide. Request that the card issuer prohibit charges from dry cleaners, health or beauty spas, liquor stores, race tracks, casinos, houses of worship, physicians, and other merchant categories the District will never use.
6. Perform scheduled and random analyses of individual cardholders. This includes examining the continued need for the card and the nature of purchases being made.
7. Perform scheduled and random analyses to determine whether Board policy is being followed.

Safeguard District credit and procurement cards.

1. Keep all cards in a secure location.
2. Issue cards only for the time period that they are needed.
3. Issue cards in the names of specific individuals to help maintain accountability.
4. Prohibit a card's use by anyone other than the individual to whom a card is issued.
5. Develop and follow procedures to cancel cards when lost or stolen and when individuals leave employment.
6. Cancel existing cards that are not needed or accounted for.
7. Review and update master credit card lists annually.

Monitor credit and/or procurement card statements.

1. Review statements and watch for suspicious activity, such as, unusual destinations or items, purchases from a vendor whose reputation has not been verified, or purchases that would have been less expensive if another available payment method had been used.

2. Have billing statements broken down by individual user.
3. Have a reconciliation process and timetable. This includes:
   a. Reconciling credit card statements to itemized receipts and invoices;
   b. Examining the documentation supporting purchases to ensure charges are authorized and reasonable;
   c. Delegating approval, verification, and payment of bills to different individuals; and
   d. Requiring someone other than the cardholder or an individual supervised by the cardholder to review and approve transactions.
4. In exceptional circumstances when the Superintendent approved a charge that would otherwise be disallowed, maintain a record documenting the Superintendent's approval as well as all other pertinent information about the charge.
5. Review all uses of a card via telephone, fax, and the Internet to be sure they were approved by the Superintendent or designee.
6. Establish a way of recouping inappropriate charges.
7. Do not use automatic payment deductions to pay credit or procurement card bills.
8. Pay bills on time to avoid paying fees and late charges.
9. Appropriately follow up on any discrepancies.
10. Verify that the items purchased were actually received.
11. Account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and verify that it was used for the District's benefit.

The following District employees may be issued District credit and/or procurement cards. Other District employees may use a District credit and/or procurement card after receiving specific authorization from the Superintendent.

Employment Position	Authorized Use and Other Limitations
Superintendent	▪ Actual and necessary expenses incurred in the performance of the Superintendent's duties. ▪ Expenses related to professional development.
District Administrators	▪ Actual and necessary expenses incurred in the performance of the job duties. ▪ Expenses related to professional development.
Building Principals	▪ Purchases of materials and supplies for their building that must be made quickly and/or are too small to process through the regular procedure. ▪ Expenses from student activity funds for educational, recreational, or cultural purposes. ▪ Expenses related to professional development.

Exhibit – Cover Page Documenting the Process to Seek Offset From the Illinois Office of the Comptroller (IOC)

This cover page documents the steps the District must take before recovering a delinquent debt through an offset (deduction) of a future payment the State makes to an individual responsible for the delinquent debt. An Intergovernmental Agreement (IGA) between the IOC and the District must be in place before the District may seek an offset to satisfy a delinquent debt. Consult the Attorney for the District for assistance in implementing a District-wide delinquent debt recovery program that will satisfy the requirements necessary to enter into an IGA with the IOC, e.g., the Superintendent should ensure that the District uses a uniform process to seek offset from the IOC. After completing a step, the responsible staff person must record the date, initial the step, and put all material into the claim folder.

Confidential Inter-Office Information

Definitions

- *Business Office* means the District department that provides the District's fiscal and business management.
- *Change in status* means, without limitation, payments received other than through a successful offset, the filing of a bankruptcy petition, the death of the debtor, or the expiration of the ability for the debt to remain subject to an offset, as provided for in the Intergovernmental Agreement (IGA).
- *Claim* means the demand for payment of a delinquent debt.
- *Claim folder* means the folder containing material for an individual claim; it includes this cover page, the documentation of the Building Principal or designee's notifications of debt and request(s) for payment, the Notice of Claim, relevant supporting information, and any material or explanation received from the Debtor.
- *Debtor* means the person or entity responsible for satisfying a delinquent debt.
- *IOC* means Illinois Office of the Comptroller.
- *Notice of Claim* means Exhibit 4.45-E2, *Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge*.
- *Offset* means a deduction of the amount of a debt owed to the District from a future payment that the State makes to an individual or entity that is responsible to satisfy the debt.

_____ _____
Debtor ***Contact Information***

When the District enters the IOC Program through an IGA, and the District decides a Claim will be referred to the IOC, the following steps will be documented:

Step	Date	Initials
Building Principal sent written documentation referring a claim for further recovery proceedings. This documentation is placed in the claim folder.		
Superintendent or designee inspected the Building Principal's written documentation above (including 105 ILCS 123/, requirements if the debt involves school lunch accounts) and agrees that the claim should be referred for recovery through the IOC. **Note**: Consult the Attorney for the		

Step	Date	Initials
District. Treating claims differently, i.e., referring some and not others, may trigger the Constitution's Equal Protection Clause.		
District sent the Notice of Claim; certified mail, return receipt requested. For unpaid meal charges, District staff have followed procedures to prevent meal charges from accumulating and made reasonable efforts to collect all funds due to the District on a regular basis before the end of the school year (105 ILCS 123/). **Note**: While certified mail is not required, it is a best practice to send regular and certified, first-class mail.		
Receipt of certificated receipt showing delivery of the Notice of Claim on _____.		
Receipt of the Debtor's challenge to the claim. *If no challenge is received by the deadline in the Notice of Claim, send the claim folder to the Superintendent's office for review and continued processing.*		
Receipt of Debtor's written explanation and/or any documentation.		
Arrangements made for informal proceeding with Debtor; scheduled for _____. ☐ Telephone or ☐ In-person		
Informal proceeding held with Debtor. ☐ Telephone or ☐ In-person Attendees: _____ _____		
Decision of the Business Office Business office *[name]*_____, found that the claim should be considered: ☐ Satisfied or ☐ Enforceable. (C*heck boxes below that apply).* ☐ Debtor asserted waiver of student fees as a challenge to paying the claim. ☐ Exhibit 4.140-E1, *Application for Fee Waiver* or 4.140-E2, *Application for Fee Waiver Based on Federal Free Meals Program* was provided to Debtor and documented in the claim folder. ☐ Exhibit 4.140-E3, *Response to Application for Fee Waiver, Appeal, and Response to Appeal* is placed in folder. ☐ Debtor asserted application for meal benefits as a challenge to paying the claim. ☐ 4.130-E1, *Free and Reduced-Price Food Services; Meal Charge Notifications* was provided to Debtor and is documented and placed in the claim folder. ☐ Documentation of the student's eligibility for free and reduced-price food services is documented and placed in the claim folder. ☐ Debtor fee waiver request or application for meal benefits request was: ☐ Granted or ☐ Denied. If denied, did Debtor appeal the denial? ☐ Yes or ☐ No. **Note**: Fee waivers and/or eligibility for free and reduced-price food services satisfy a claim.		
Business office *[name]*_____, forwarded the claim folder to the Superintendent's office.		

Step	Date	Initials
If the Business office found that the claim is satisfied, the Superintendent or designee notified the Debtor that the claim is considered satisfied. Closed this claim folder and checked the "**claim is satisfied**" box above.		
Review by Superintendent or designee If the Business office found the debt to be enforceable, the Superintendent or designee independently reviewed the claim and made the following finding: ☐ **Satisfied.** Debtor sent a notification on _____. ☐ **Enforceable.** Debtor notified on _____ that the claim must be paid by _____to avoid further collection efforts.		
Certification of Past Due Debt to the IOC The Superintendent or designee certifies the debt as required in the terms of the IGA between District and the IOC.		
Offset Processing with the IOC The Superintendent or designee updates a Debtor's records as required by the terms of the IGA between the District and the IOC and/or 105 ILCS 123/.		

Exhibit – Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge

Print on District Letterhead or on Form with District Name and Address

The information in this Notice of Claim is confidential; disclosure is limited to staff members who have a business need to be informed.

Section 1 - Notice of Claim and Intent to Seek Payment of a Delinquent Debt. *The District completes this section and sends the entire Notice of Claim to the person or entity that is the subject of the claim.*

To: _____ _____
Name *Address*

Our records show that you owe the District $_____ for: *[describe the reason for the debt and date(s) incurred]* _____
_____

After attempts at the school-building level to notify you of this debt and obtain payment, your debt has been referred to the District's Business Office. This debt is past due and legally enforceable. Unless this debt is paid on or before _____ _____, the District will seek collection to the fullest extent of the law. That means that you may see a decrease in a future payment(s) that the State makes to you by the amount of the debt that you owe the District, plus a recovery fee until your debt is paid.

You may challenge this claim any time before _____ by completing Section 2 below and returning this *Notice of Claim* to the Superintendent's office. If you challenge the debt, you will be invited to an informal proceeding in which the District Business Office will describe the claim and you can explain why you believe the claim is invalid and/or the amount is wrong. A decision finding the debt enforceable will be automatically reviewed by me or my designee (who is not a subordinate of the individual making the enforceability finding.)

_____ _____
Superintendent *Date*

Section 2 – Challenge. *The individual or entity who wants to challenge the claim must complete this section and return the entire Notice of Claim to the Superintendent's office.*

I am challenging the claim. *Please check all that apply.*

☐ I am submitting with this Notice of Claim a written explanation of why I believe the claim is invalid or the amount is wrong.
☐ I would like to explain why I believe the claim is invalid or the amount is wrong during an informal proceeding by telephone or at a meeting in the District office.
☐ I am requesting a copy of this Challenge to my Notice of Claim.

_____ _____
Individual or entity challenging the claim *Date*

Adopted: December 12, 2012
Reviewed: June 2024
Amended: July 17, 2024

_____
Contact Number

Section 3 - Findings. *The Business Office completes this section and forwards the entire Notice of Claim to the Superintendent's office along with relevant supporting information and any material or explanation received from the individual or entity challenging the claim.*

The Business Office finds that this debt should be considered: ☐ **Satisfied.**
☐ **Enforceable.**

_____ _____
Business Office *Date*

Section 4 – Review of Findings and Response to Challenge. *The Superintendent or designee who reviewed the findings completes this section and sends a copy of the Notice of Claim to the person or entity who challenged the claim.*

☐ **This debt is satisfied.**
☐ **Your challenge is denied.** You must pay the debt by _____ to avoid further collection efforts.

_____ _____
Superintendent *Date*

Section 5 – Certification of Past Due Debt to the Ill. Office of the Comptroller (IOC). *The Superintendent or designee who reviewed the findings completes the process of certifying to the IOC Local Debt Recovery Program that the District has provided the Debtor with the due process necessary to begin the IOC Offset process pursuant to an existing Intergovernmental Agreement with the IOC and/or the requirements of 105 ILCS 123/.*

Administrative Procedure / General Personnel -
Workplace Accommodations for Nursing Mothers

The District accommodates mothers who choose to continue breastfeeding after returning to work. An employee who is a nursing mother may take reasonable unpaid breaks each day to express breast milk or breastfeed her infant. The employee's supervisor shall help the employee arrange a break schedule accommodating the nursing mother while minimizing disruption. The break time must, if possible, run concurrently with any break time already provided to the employee.

Each Building Principal or chief administrator in another District building shall identify a private room or space where, if a request is made, an employee may express milk or breastfeed her infant. The private space must:

(1) be in close proximity to the work area and be other than a bathroom;

(2) be free from intrusion from coworkers and the public; and

(3) include an electrical outlet for the use of an electric breast pump.

Supervisors should consider ways to accommodate an employee's needs with minimal disruption of the school environment. If possible, supervisors will ensure that employees are aware of these workplace accommodations prior to maternity leave.

LEGAL REF.: Fair Labor Standards Act, 29 U.S.C. §207(r).
740 ILCS 137/, Right to Breastfeed Act.
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 5.200 (Terms and Conditions of Employment and Dismissal), 5.300 (Schedules and Employment Year)

Adopted: October 28, 2009
Reviewed: June 2024
Amended: July 17, 2024

Administrative Procedure / General Personnel - Coordination with Children's Advocacy Center

Children's Advocacy Centers (CACs) are child-focused, trauma-informed, facility-based programs that provide a multi-disciplinary, comprehensive response to child abuse. Illinois CACs are organized and operate under the Children's Advocacy Center Act. 55 ILCS 80/. CACs are accredited based on standards set by the National Children's Alliance. 55 ILCS 80/2.5. See www.nationalchildrensalliance.org/.

The District must coordinate with the McLean County CAC to implement the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board policy 5.90, *Abused and Neglected Child Reporting*. 105 ILCS 5/22-85. For a map of accredited CACs, see www.childrensadvocacycentersofillinois.org/about/map. Use this procedure to coordinate with the McLean County CAC.

Glossary of Terms

Alleged incident of sexual abuse - An incident of sexual abuse of a child (as defined in the Ill. Criminal Code of 2012, 720 ILCS 5/11-9.1A) that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred either: (1) on school grounds or during a school activity; or (2) outside of school grounds or not during a school activity. 105 ILCS 5/22-85(b), added by P.A. 101-531.

Alleged victim - A student who is alleged to be the victim of an alleged incident of sexual abuse.

Appropriate law enforcement agency - A law enforcement agency whose employees have been involved, in some capacity, with an investigation of a particular alleged incident of sexual abuse. 105 ILCS 5/22-85(b).

Child advocate - May be a school social worker, a school or equally-qualified psychologist, or a person in a position the Ill. State Board of Education (ISBE) has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i).

Forensic interview - An interview between a trained forensic interviewer, as defined by National Children's Alliance standards, and a child in which the interviewer obtains information from children in an unbiased and fact-finding manner that is developmentally appropriate and culturally sensitive to support accurate and fair decision making by the multidisciplinary team in the criminal justice and child protection systems. 55 ILCS 80/2.5.

School personnel - School employees, vendors, and volunteers.

Sexual Abuse and Sexual Assault - See Ill. Criminal Code of 2012 definitions at:
720 ILCS 5/11-9.1A. Permitting sexual abuse of a child.
720 ILCS 5/11-1.20. Criminal sexual assault.
720 ILCS 5/11-1.30. Aggravated criminal sexual assault.
720 ILCS 5/11-1.40. Predatory criminal sexual assault of a child.
720 ILCS 5/11-1.50. Criminal sexual abuse.
720 ILCS 5/11-1.60. Aggravated criminal sexual abuse.

Coordination with CAC

Actor	Action
ISBE	Identifies persons in positions who may be appropriate child advocates for students during a school's investigation into an alleged incident of sexual abuse. As of March 2020, ISBE has not identified any persons.
Superintendent or designee	Establishes a CAC Coordination Committee to operate as a Superintendent committee. See 2.150-AP, *Superintendent Committees*. Consider including: District Nondiscrimination Coordinator (see 2:260, *Uniform Grievance Procedure*; and 2.265, *Title IX Grievance Procedure*) District Safety Coordinator (see 4.170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*) District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of Board Policy 5.90, *Abused and Neglected Child Reporting*) School personnel Employees from the accredited CAC that serves the District The CAC Coordination Committee will coordinate the interaction between school personnel and a student after an alleged incident of sexual abuse is reported including supportive measures for the student and safety concerns. **Note:** To achieve the minimum requirement of State law that the District coordinate with its local CAC, this procedure establishes an administrative committee. Establishing a committee provides a best practice for aligning with governance principles and examining implementation issues specific to each individual school district and the CACs that serve each district. While smaller school districts, e.g., one-building districts, may be able to implement a program through one meeting, larger school districts will likely require the uniform coordination this Committee provides. Informs the School Board of the Committee's progress and needs by adding information items to the Board's agendas as needed. Ensures that at least every two years, school personnel are trained to understand, provide information and referrals to, and address issues pertaining to students who are parents, expectant parents, or victims of domestic or sexual violence. **Note:** 105 ILCS 5/10-22.39(b-25), added by P.A. 103-542, eff. 1-1-24 and operative 7-1-24, requires this training to be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting students and must include training concerning each of the following:

Actor	Action
	1. Communicating with and listening to student victims of domestic or sexual violence and expectant and parenting students. 2. Connecting student victims of domestic or sexual violence and expectant and parenting students to appropriate in-school services and other agencies, programs, and services as needed. 3. Implementing the school district's policies, procedures, and protocols with regard to such students, including confidentiality. At a minimum, school personnel must be trained to understand, provide information and referrals, and address issues pertaining to such students. 4. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10.
School Personnel	Upon suspecting or receiving knowledge of an alleged incident of sexual abuse, shall perform each of the following (105 ILCS 5/22-85(c)): 1. Immediately report to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY). 2. Follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. 325 ILCS 5/7. The written report shall include, if known, each of the following: The name and address of the child, his or her parents/guardians, or other persons having custody; The child's age; The child's condition, including any evidence of previous injuries or disabilities; and Any other information that the reporter believes may be helpful to DCFS for its investigation. 3. Promptly notify the Superintendent or Building Principal that a report has been made.
Superintendent or Building Principal	Immediately coordinates any necessary notifications to the student's parents/guardians with DCFS, the applicable school resource officer (SRO), and/or local law enforcement which includes the local State's Attorney's Office. Notifies the District's Nondiscrimination Coordinator of the reported alleged incident of sexual abuse.

Actor	Action
DCFS and/or Appropriate Law Enforcement Agency	Determines whether to accept a reported alleged incident of sexual abuse for investigation. If a reported alleged incident is accepted, refers the matter to the CAC serving the District. 105 ILCS 5/22-85(d). **Note:** If neither DCFS nor law enforcement investigate the alleged incident of sexual abuse, the District can move forward with its own investigation without CAC involvement.
CAC	Coordinates the investigation of the alleged incident of sexual abuse in accordance with its existing multidisciplinary team protocol and National Children's Alliance accreditation standards. 105 ILCS 5/22-85(e)(1). Facilitates communication between the DCFS/law enforcement multidisciplinary team investigating the alleged incident of sexual abuse and the District's Nondiscrimination Coordinator. At a minimum: 1. Ensures that all applicable parties have each other's contact information; and 2. Shares the CAC's protocol regarding the process of approving the viewing of a forensic interview by school personnel, and a contact person for questions regarding the protocol. 105 ILCS 5/22-85(e)(2).
Nondiscrimination Coordinator	Upon being notified of the reported alleged incident of sexual abuse by the Superintendent or Building Principal, shall: Open and conduct the District's investigation into the alleged incident of sexual abuse in accordance with Board Policy 7.20, *Harassment of Students Prohibited*. Schedule regular follow-up calls to the CAC to inquire whether DCFS/law enforcement has opened an investigation into the alleged incident of sexual abuse. **If DCFS/law enforcement investigation *is not* opened, stops using this procedure and continues the District's investigation in accordance with policy 7.20, *Harassment of Students Prohibited*.** **If DCFS/law enforcement investigation *is* opened, continues with the following steps.** Notes the date DCFS/law enforcement opened its investigation and sets a reminder for 15 calendar days after it. **Note:** This time period is important because the CAC has 15 calendar days to conduct a forensic interview of the alleged victim. During this time, the District cannot interview the alleged victim regarding the alleged incident.

Actor	Action
	While the child abuse and/or criminal investigations related to the alleged incident of sexual abuse are being conducted by DCFS/law enforcement, the Nondiscrimination Coordinator: Continues the District's investigation, which may include interviewing the alleged witnesses and/or the alleged perpetrator. May request information from the alleged victim or his or her parent/guardian to ensure his or her safety and well-being at school during the investigations. 105 ILCS 5/22-85(f). Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f). Upon request, must inform DCFS/law enforcement investigators of any evidence it has gathered, as permitted by federal or State law. 105 ILCS 5/22-85(f). **Note:** Evidence gathered by the Nondiscrimination Coordinator during the District's investigation may be confidential under the Illinois School Student Records Act (105 ILCS 10/) and the Family Rights and Educational Privacy Act (20 U.S.C. §1232g). **Consult the Attorney for the District regarding what disclosures, if any, are allowed in response to a request from DCFS and/or law enforcement and conditions that must be met prior to disclosure**. Schedule regular follow-up calls with the CAC to inquire about the status of the forensic interview of the alleged victim.
CAC	Informs the Nondiscrimination Coordinator that: 1. The forensic interview of the alleged victim is complete, and the electronic recording of the forensic interview may be viewed; or 2. The CAC determined a forensic interview will not be conducted. 105 ILCS 5/22-85(g), (h).
Nondiscrimination Coordinator	1. If the electronic recording of the forensic interview of the alleged victim is available for viewing: A. Verifies the CAC has obtained informed consent from an alleged victim over the age of 13 or the alleged victim's parent/guardian for school personnel to view the forensic interview (105 ILCS 5/22-85(h)); and **Note:** Each CAC may have its own consent form. Contact your local CAC to confirm that it will obtain written consent from the alleged victim over the age of 13 or the alleged victim's parent/guardian (if under the age of 13). B. Views the electronic recording of the forensic interview.

Actor	Action
	2. If the CAC has not performed a forensic interview of the alleged victim within 15 calendar days after DCFS/law enforcement opens an investigation, notifies the CAC that the District intends to interview the alleged victim.
CAC	After receiving notification that the District intends to interview the alleged victim, has 10 additional calendar days to conduct a forensic interview. 105 ILCS 5/22-85(g).
Nondiscrimination Coordinator	If the CAC does not conduct a forensic interview of the alleged victim within the 10 additional calendar days, proceeds with the District's interview of the alleged victim. Id. If the alleged victim is under 18 years old, makes a child advocate available to the alleged victim and allows the child advocate to be present during the interview. A child advocate may be a school social worker, a school or equally qualified psychologist, or a person in a position that ISBE has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i). Schedules regular follow-up calls to DCFS/law enforcement to inquire if the investigation of an incident has been suspended and/or is complete, including the outcome of the investigation. 105 ILCS 5/22-85(j), (k).

Comprehensive Health Education Program

105 ILCS 110/3 requires the District to implement a Comprehensive Health Education Program. Comprehensive Health Education Program is a systematic and extensive educational program designed to provide a variety of learning experiences based upon scientific knowledge of the human organism as it functions within its environment which will favorably influence the knowledge, attitudes, values and practices of Illinois [students]; and which will aid [students] in making wise personal decisions in matters of health.

Unless limited to specific grades, the following major educational areas are the basis for curricula in the District's Comprehensive Health Education Program in all elementary and secondary schools:

1. Human ecology and health;

2. Human growth and development;

3. In all grades, age-appropriate sexual abuse and assault awareness and prevention education. Pursuant to 105 ILCS 5/27-13.2, no student in grades pre-K through 8 shall be required to take or participate in any instruction for *recognizing and avoiding* sexual abuse if the student's parent/guardian submits written objection thereto. Refusal to participate in the instruction shall not be reason for failing, suspending, or expelling the student. Through grade 12, an age-appropriate and evidence-informed curriculum pursuant to *Erin's Law* will provide instruction pursuant to Board Policy 4.165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*. The Superintendent must ensure all parent(s)/guardian(s) of students in any of grades K through 8 receive not less than five days' written notice before commencing the instruction.

4. In all grades, a minimum of 16 hours of safety education in the courses of study regularly taught with instruction about:

    a. Automobile safety, including traffic regulations, highway safety, and the consequences of alcohol consumption and the operation of a motor vehicle;

    b. Safety in the home, including safe gun storage;

    c. Safety in connection with recreational activities;

    d. Safety in and around school buildings;

    e. Safety in connection with vocational work or training;

    f. For students in grades 9 through 11, CPR subject to the excusal limitations in the first aid item 26, below; and

    g. For students in grades 6 through 8, CPR and how to use an AED by watching a training video on those subjects.

    h. For students enrolled in pre-K through grade 6, water safety that incorporates evidence-based water safety instructional materials and resources.

5. In all grades, tobacco and e-cigarettes and other vapor devices;

6. In grades K through 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

7. In grades K through 8, instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse that are integrated into the curricula and designed to promote effective methods for the prevention and avoidance of drug and substance abuse.

8. In grades K through 8, annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum.

9. In grades 5 through 12, alcohol and drug use and abuse, including the medical and legal ramifications of alcohol, drug, and tobacco use that integrates into existing curricula, instruction related to:

    a. The physical and legal effects and ramifications of drug and substance abuse (including use during pregnancy);

    b. Ill. State Board of Education (ISBE) instructional materials and guidelines developed to assist the District with incorporating this instruction topic into its curricula; and

    c. Either as part of existing curricula during the school day or as part of an after-school program, support services and instruction for students who are or students whose parents/guardians are chemically dependent.

10. Beginning with the 2024-2025 school year, in grades 9-12, instruction, study, and discussion on the dangers of fentanyl that includes the following:

    a. Information on fentanyl itself including its variations, an explanation of the differences between synthetic and nonsynthetic opioids and illicit drugs, and the differences between the legal and illegal uses of fentanyl.

    b. Side effects and risk factors of using fentanyl, along with information comparing the lethal amounts of fentanyl to other drugs. Information on risk factors may include:

        (1) the lethal dose of fentanyl,
        (2) how often fentanyl is placed in drugs without a person's knowledge,
        (3) an explanation of what fentanyl does to a person's body and the severity of its addictive properties, and
        (4) how the consumption of fentanyl can lead to hypoxia, as well as an explanation of precisely what hypoxia does to a person's body.

    c. Details about the process of lacing fentanyl in drugs and why drugs get laced with fentanyl.

    d. Details about how to detect fentanyl in drugs and how to save someone from an overdose of fentanyl, including:

        (1) how to buy and use fentanyl strips,
        (2) how to buy and use naloxone, either through a nasal spray or an injection, and

(3) how to detect if someone is overdosing on fentanyl.

11. In grades 6-12, parenting education that includes instruction in the following:

    a. Child growth and development, including prenatal development.

    b. Childbirth and child care.

    c. Family structure, function, and management.

    d. Prenatal and postnatal care for mothers and infants.

    e. Prevention of child abuse.

    f. The physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships.

    g. Parenting skill development.

12. Family life, specifically its emotional, psychological, physiological, hygienic and social responsibilities, including sexual abstinence until marriage and evidence-based and medically accurate information regarding sexual abstinence; and in grades 6 through 12, instruction on the prevention, transmission, and spread of AIDS. No student shall be required to take or participate in any class or course on family life or AIDS prevention instruction if the student's parent/guardian submits written objection to taking or participating in the family life course or AIDS prevention instruction. Refusal to take or participate in the family life course or AIDS prevention instruction shall not be reason for suspension or expulsion of the student. See 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*.

13. Comprehensive sexual health education (NSES) in grades 8 and 9. No student shall be required to take or participate in any NSES class or course, and a student's parent/guardian may opt the student out of NSES by submitting the request in writing or using 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*. Refusal to take or participate in an NSES course or program may not be a reason for disciplinary action, academic penalty, suspension, or expulsion or any other sanction of a student. Active parental consent for their child to participate in NSES is not required; however, because NSES mandates instruction about sexual violence (defined to include sexual abuse) and instruction in recognizing and avoiding sexual abuse required by 105 ILCS 5/27-13.2 requires a minimum of five days' notice to parents/guardians of students in grades K through 8, the District will notify students in grades K through 8 using the **Notice of Sexual Abuse and Assault Awareness and Prevention Education** subhead of 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*. See also 6:60-AP2, *Comprehensive Sexual Health Education Program (Grades 8 & 9) (National Sex Education Standards (NSES))*.

14. Course materials and instruction to advise students about the Abandoned Newborn Infant Protection Act, 325 ILCS 2/;

15. The prevention and control of disease;

16. In grades 7 through 12, teen dating violence awareness;

17. In grades 7 through 12, instruction about the prevention of abuse of anabolic steroids in science, health, drug abuse, physical education or other appropriate courses of study. Instruction shall emphasize that the use of anabolic steroids presents a serious health hazard to persons who use steroids to enhance athletic performance or physical development. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.

18. In grade 9 or 10, one unit of instruction in either grade about donations and transplants of organs/tissue and blood, except if a student's parent/guardian files written objection on constitutional grounds, but refusal to take or participate in the instruction shall not be reason for suspension or expulsion of a student or result in any academic penalty.

19. Public and environmental health;

20. Consumer health;

21. Safety education and disaster survival;

22. Mental health and illness that evaluates the multiple dimensions of health by reviewing the relationship between physical and mental health to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity and must include how and where to find mental health resources and specialized treatment in the State.

23. Personal health habits;

24. Nutrition;

25. Dental health;

26. Cancer, including, without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help;

27. Basic first aid including, but not limited to:

    a. Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization, except if a student's parent/guardian submits written objection, but refusal to participate in the training shall not be a reason for suspension or expulsion of the student; and

    b. In secondary schools, how to use an automated external defibrillator (AED) shall be included, except if a student's parent/guardian submits written objection, but refusal to participate in the training shall not be a reason for suspension or expulsion of the student.

28. Beginning with the 2024-2025 school year, in grades 9 through 12, instruction, study, and discussion on the dangers of allergies, including recognizing the signs and symptoms of

an allergic reaction, the steps to take to prevent exposure to allergens, and safe emergency epinephrine administration.

29. Heart disease;

30. Diabetes;

31. Stroke;

32. The prevention of child abuse and neglect;

33. Suicide prevention pursuant to policy 7:290, *Suicide and Depression Awareness and Prevention*;

34. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.

Notice to Parent/Guardian; Requirements; Written Objection(s) and/or Opt-outs

Refusal to take or participate in any course or program that allows parents/guardians to object in writing and/or opt their children out shall not be reason for disciplinary action or academic penalty to the student. The District will provide 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs* to parents/guardians wishing to provide written objection or opt out of content in the Comprehensive Health Education Program.

LEGAL REF.: 105 ILCS 110/, Comprehensive Critical Health Problems and Comprehensive Health Education Act.

ADMIN PROC.: 6:60-AP2 (Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES)), 6:60-AP3 (Developmentally Appropriate Consent Education)

Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that:

1. ensure the safety and dignity of students and staff;
2. maintain a positive, weapons-free and drug-free learning environment;
3. keep school property and the property of others secure;
4. address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and
5. teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and *Where* Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including, but not limited to:

1. Using, possessing, distributing, purchasing, bartering, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, vaping devices, or nicotine pouches.
2. Using, possessing, distributing, purchasing, bartering, selling, or offering for sale, alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, bartering, selling, or offering for sale:
    a. Any illegal drug or 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 medication when not prescribed for the student by a physician licensed practitioner, when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions or without following *Board policy 7.270* and its implementing procedures including without limitation failing to have a completed and signed "School Medication Authorization Form" on file, failing to keep medication in the original container, giving other students medication, or taking improper doses of medication. 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 non-prescription medication without following *Board policy 7.270* and its implementing procedures.

f. Any inhalant, regardless of whether it contains an illegal drug or controlled substance (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

g. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.

h. "*Look-alike*" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.

i. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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

4. Using, possessing, controlling, or transferring a knife, a "*weapon*" as that term is defined in the ***Weapons*** section of this policy, or a look-alike weapon, or violating the ***Weapons*** section of this policy.

5. Using or possessing an electronic mobile device including but not limited to mobile (i.e. cellular) phone, video recording device, personal digital assistant (PDA), iPod, mp3 player, laptop, netbook, iPad, tablet, or other similar electronic devices 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, eavesdrop (e.g. surreptitiously

recording a conversation), or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, or electronic mobile device.

Students are allowed to possess and use electronic mobile devices in school, provided they do not cause a disruption, and are not used, seen or heard during instructional time unless:

a. the supervising teacher grants permission;

b. use of the device is provided in a student's 504 plan or individualized education program (IEP); or

c. it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.

7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or emerging technologies such as generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores.

9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault.

11. Teen dating violence, as described in Board policy 7.185, *Teen Dating Violence Prohibited*.

12. Causing or attempting to cause damage to, or stealing or attempting to steal, or relocating personal or school property or another person's personal property.

13. Entering school property or a school facility without proper authorization.

14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.

15. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.

16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. 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.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
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.

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

Efforts, including the use of positive interventions 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. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

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.

Disciplinary Measures

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding privileges.

4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. Detention provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration may use this option as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with *Board policy 7.220*.
11. Out-of-school suspension from school and all school activities in accordance with *Board policy 7.200*. A student who has been suspended is prohibited from being on school grounds and at school activities during the period of the suspension.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with *Board policy 7.210*. A student who has been expelled is prohibited from being on school grounds and at school activities during the period of expulsion.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the *School Code*.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and/or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension and/or expulsion. In addition to the above list of disciplinary measures, juvenile authorities or other law enforcement may be notified whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill. Admin. Code 1.280, 1.285), and the District's procedure(s).

Weapons

A student who uses, possesses, controls, or transfers one of the following weapons at school, on school grounds, on a school bus, at any school-sponsored activity or event, or at any activity or event that bears a reasonable relationship to school shall be expelled for at least one (1) calendar year but not more than two (2) calendar years:

1. A firearm, meaning any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, of the United States Code (18 U.S.C. § 921),firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1);
2. Ammunition;
3. A knife with a blade of at least 3 inches, switchblade knife, ballistic knife, billy club, brass knuckles, other knuckle weapon regardless of its composition, or any object listed in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
4. A look-alike firearm; or
5. Any other object if used or attempted to be used to cause bodily harm.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent or designee, and the Superintendent or designee's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Students should report suspected possession or use of such items to any counselor, teacher, or administrator.

Re-Engagement of Returning Students

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

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that the staff member:

1. observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision;

2. observes, or has reason to suspect that, any person on school grounds is or was involved in a drug-related incident; or
3. observes a battery committed against any staff member or is subject to a battery.

"*School grounds*" includes modes of transportation to school activities and any public way within 1,000 feet of the school, as well as school property itself.
Upon receiving a report of 1, above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above 1-3, the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

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

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Associate Building Principal, or Assistant Building Principal is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 days for safety reasons.

Student Handbook

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

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

Incorporated
by Reference: 7.190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.: 20 U.S.C. §7971, Pro-Children Act of 2004.

Adopted: December 12, 1989
Reviewed: April 2024
Amended: July 17, 2024

20 U.S.C. §7151 et seg., Gun Free Schools Act

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/24-24, 5/26-12, 5/27-23.7 and 5/31-3.
105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
23 Ill. Admin. Code §§1.280, 1.285.

CROSS REF.: 2.150 (Committees), 2.240 (Board Policy Development), 5.230 (Maintaining Student Discipline), 6.110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7.70 (Attendance and Truancy), 7.130 (Student Rights and Responsibilities), 7.140 (Search and Seizure), 7.150 (Agency and Police Interviews), 7.160 (Student Appearance), 7.170 (Vandalism), 7.180 (Prevention and Response to Bullying, Intimidation, and Harassment), 7.185 (Teen Dating Violence Prohibited), 7.200 (Suspension Procedures), 7.210 (Expulsion Procedures), 7.220 (Bus Conduct), 7.230 (Misconduct by Students with Disabilities), 7.240 (Conduct Code for Participants in Co-Curricular Activities), 7.270 (Administering Medicines to Students), 7.310 (Restrictions on Publications; Elementary and Junior High Schools), 7.315 (Restrictions on Publications; High Schools), 8.30 (Visitors to and Conduct on School Property)

Adopted: December 12, 1989
Reviewed: April 2024
Amended: July 17, 2024

Administrative Procedure – Transgender, Nonbinary, and Gender Non-Conforming Students

This procedure's accommodation and support guidelines advance the District's goals of (1) providing all students equal access to a safe, non-hostile learning environment, and (2) implementing risk management controls in a developing and unsettled area of the law in which the federal Office of Civil Rights (OCR) and Department of Justice (DOJ) have issued guidance.

While there is no mandate requiring procedures for accommodating transgender, nonbinary, and gender non-conforming students, this procedure guides school officials through the: (1) application of State and federal anti-discrimination laws to this student population, and (2) common needs for which transgender, nonbinary, or gender non-conforming students may request accommodations and support at school. This procedure applies to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

The Building Principal, Nondiscrimination Coordinator, and/or Complaint Manager, with input from others as appropriate, will implement this procedure. They will work with each transgender, nonbinary, or gender non-conforming student, and as appropriate with the student's parent(s)/guardian(s), to manage a student's accommodations and supports on a case-by-case basis. The Attorney for the District will be consulted concerning legal compliance.

Gender-Based Discrimination Is Prohibited

School districts must provide equal educational opportunities to transgender, nonbinary, and gender non-conforming students. Under State law, *sex discrimination* extends to claims of discrimination based on s*exual orientation* and *gender identity*. 775 ILCS 5/1-103(O-1); 775 ILCS 5/5-101(11); 23 Ill. Admin. Code §1.240. The Ill. Human Rights Act (IHRA) defines *sexual orientation* as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). The IHRA permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.

Federal law prohibits exclusion and discrimination on the basis of *sex*. 20 U.S.C. §1681(a), Title IX of the Education Amendments of 1972. The U.S. Dept. of Education has taken varying positions on the application of Title IX to transgender or gender non-conforming students depending upon the administration in power. However, the Seventh Circuit U.S. Court of Appeals (which has jurisdiction over the State of Illinois) has ruled that a school's practice of denying a transgender student access to the bathroom that aligned with his gender identify violated Title IX because it was a sex-based classification. See Whitaker by Whitaker v. Kenosha Unified Sch. Dist. No. 1 Bd of Educ., 858 F.3d 1034 (7th Cir. 2017); A.C. v. Metropolitan Sch. Dist. Of Martinsville, 45 F.4th 760 (7th Cir. 2023), cert. denied, 2024 WL 156480 (2024).

Board Policy 7.10, *Equal Educational Opportunities*, recognizes the legal requirements described above. This procedure's guidance on accommodating transgender, nonbinary, or gender nonconforming students is based on non-regulatory guidance from the Ill. State Board of Education's (ISBE) and the Ill. Dept. of Human Rights (IDHR), as well as OCR pronouncements. See the last section, **Resources**.

Gender-Based Bullying and/or Harassment Prohibited

The laws prohibiting gender discrimination require the District to protect transgender, nonbinary and gender non-conforming students from bullying and harassment by other students. Under Title IX of the Education Amendments of 1972 (Title IX), a school district is responsible for damages suffered by a student who was the victim of protected sex-based harassment: 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. 34 C.F.R. §106.30(a). Board Policy 2.265, *Title IX Grievance Procedure*, and its accompanying procedures are used to address sex-based harassment as defined in Title IX.

The School Code prohibits bullying on the basis of actual or perceived sexual orientation, gender-related identity or expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics. 105 ILCS 5/27-23.7(a). The Board Policy on bullying and the District's suite of bullying prevention materials are used to address and resolve peer bullying and harassment of transgender or gender non-conforming students. See Board Policy 7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Terminology and Definitions

The District uses the following terms and definitions when discussing accommodations for a transgender student, nonbinary, or gender non-conforming student (from the *Arcadia Resolution Agreement*, 7-24-2013, www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf and ISBE *Non-Regulatory Guidance, Supporting Transgender, Nonbinary and Gender Nonconforming Students*, at: www.isbe.net/supportallstudents). **Note**: Definitions are not intended to label students, but rather to assist with understanding.

Gender-based discrimination - a form of sex discrimination, and refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and non-conformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Sex assigned at birth and assigned sex - a label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be male or female. This is typically the sex reflected on one's original birth certificate.

Gender expression - an individual's characteristics and behaviors such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions that are perceived as masculine, feminine, both, or neither.

Gender identity - a person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender nonconforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity, and the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

Nonbinary – a term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

Transgender - an individual whose gender identity is different from the individual's assigned sex at birth. Being transgender is not dependent on appearance, body parts, or medical procedures. Transgender can also be used as an umbrella term that encompasses diversity of gender identities and expressions. For purposes of this procedure, a transgender student is a student who consistently and uniformly asserts a gender identity different from the student's assigned sex, or for whom there is documented legal or medical evidence that the gender identity is sincerely held as part of the student's core identity.

Intersex – a term used for a variety of conditions in which a person is born with a reproductive and/or sexual anatomy that does not seem to fit the typical, binary definitions of female or male. Intersex conditions are not always discernable at birth or the awareness of internal anatomy present at birth may not be known to the person until puberty, if it is known at all. A derogatory term previously used for intersex individuals is hermaphrodite.

Gender transition - the process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person.

Gender stereotypes - stereotypical notions of masculinity and femininity, including expectations of how boys or girls represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender non-conforming or gender expansive - one's gender expression or gender identity that does not conform to traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

Gender pronouns - The set of words used to refer to someone without using their name. Common examples include, but are not limited to, "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs."

Gender support plan - a document that may be used to create a shared understanding about the way in which a student's gender identity will be accounted for and supported at school.

Facilities - facilities and accommodations used by students at school or during school-sponsored activities and trips, and include, but are not limited to, restrooms, locker rooms, and overnight facilities.

Relevant Board Policies for Accommodations, Supports, and Inclusion of Transgender, Nonbinary, or Gender Non-conforming Students

2.260 *Uniform Grievance Procedure* - contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.

2.265 *Title IX Grievance Procedure* - contains the process for an individual to report or complain of sexual harassment in violation of Title IX. The District Nondiscrimination Coordinator shall address the report or complaint promptly and equitably.

6.60 *Curriculum Content* - requires the history curriculum to include a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois and, if offered by the District, requires the implementation of a comprehensive health education program in accordance with State law, which may include the National Sex Education Standards (NSES) sex education curriculum. If NSES is offered, it must be inclusive and sensitive to students' needs on many bases, including based on their status as intersex and based on their gender, gender identity, and gender expression. See 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

6.65 *Student Social and Emotional Development* - requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.

7.10 *Equal Educational Opportunities* - requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.

7.20 *Harassment of Students Prohibited* - prohibits *any* person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.

7.130 *Student Rights and Responsibilities* - recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.

7.160 *Student Appearance* - prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.

7.180 *Prevention of and Response to Bullying, Intimidation, and Harassment* - contains the comprehensive structure for the District's bullying prevention program.

7.185 *Teen Dating Violence Prohibited* - prohibits students 13-19 years of age from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.

7.250 *Student Support Services* - directs the Superintendent or designee to develop protocols for responding to students' social, emotional, or mental health problems that impact learning.

7.290 *Suicide and Depression Awareness and Prevention*, directs the Superintendent to develop, implement, and maintain a suicide and depression awareness and prevention program

7.330 *Student Use of Buildings – Equal Access* – grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.

7.340 *Student Records* – contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

Common Needs for Transgender, Nonbinary, or Gender Non-conforming Students; Accommodations and Supports

The goal of an accommodation is to allow a transgender, nonbinary, or gender non-conforming student to equally participate in educational and co-curricular opportunities. The right of transgender students to accommodations is generally found in legislation (IHRA and Title IX) but has not been fully interpreted by the courts. Determining appropriate accommodations must be made on a case-by-case basis depending upon the needs expressed by the student.

The Superintendent may establish a gender support team that will identify accommodations for a specific student. Those accommodations may be documented in a gender support plan or other written document. The Attorney for the District should be consulted and invited to be a member of the team.

This following list of possible accommodation considerations is not exhaustive, and each student's request must be managed on a case-by-case basis. A particular student may not be interested in an accommodation for each item listed. This area of the law is rapidly evolving. **Seek the Attorney for the District's advice concerning the scope and extent of accommodations.**

1. Gender transition

2. Names and gender pronouns.

3. School student records

   For managing demographic information in the ISBE Student Information System, see www.isbe.net/sis/pdf/student_demographics.pdf.

   ISBE is not required to collect student sex, sexual orientation, or gender identity data for its major programs, unless required for federal reporting. 20 ILCS 65/20-15(a-5), amended by P.A. 103-175.

4. Student privacy and confidentiality

5. Access to gender-segregated areas (e.g. locker rooms and restrooms)

6. Sports and physical education classes participation in competitive athletic activities and contact sports is resolved pursuant to IHSA policy #34, *Policy and School Recommendations for Transgender Participation* at: www.ihsa.org/About-the-IHSA/Constitution-By-laws-Policies.

7. Dress codes

8. Gender segregation in other activities (e.g., class discussions and field trips including any overnight school trips)

9. Communication with a new school about gender-specific accommodations upon transfer or graduation.

A transgender, nonbinary, or gender non-conforming student shall be allowed access to gender-segregated areas upon presenting a certified new or amended birth certificate indicating a change in the student's sex designation, an affidavit from a physician indicating the student has a medical diagnosis of gender dysphoria (7.10-E2, Physician's Affidavit), or name or gender identity change request signed by the student and the student's parent or guardian if the student is a minor (7.10E3, Name or Gender Identity Change Request).

Training for School Staff Members

Professional development for staff members should include regular opportunities to gain a better understanding of equal educational opportunity laws, gender identity, gender expression, and gender diversity; the development of gender identity in children and adolescents; developmentally appropriate strategies for communicating with students and parents/guardians about issues related to gender identity; gender-affirming approaches to ensuring the safety and support of transgender, nonbinary, and gender non-conforming students; developmentally appropriate strategies for preventing and intervening in bullying incidents; and Board policies regarding equal educational opportunities, bullying, discrimination, and student privacy.

Resources

IDHR, *Non-Regulatory Guidance Relating to Protection of Transgender, Nonbinary, and Gender Nonconforming Students Under the Ill. Human Rights Act* (December 2021), at: https://dhr.illinois.gov/publications/guidance-re-illinois-students-1221.html.

ISBE*, Supporting Transgender, Nonbinary, and Gender Nonconforming Students* (March 1, 2020), at: www.isbe.net/supportallstudents.

Gender Spectrum, an organization whose mission is to help create gender sensitive and inclusive environments for all children and teens, at: www.genderspectrum.org.

Mass. Dept. of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity* (undated), at: www.doe.mass.edu/ssce/GenderIdentity.pdf.

OCR Resources for LGBTQI+ Students, at: www2.ed.gov/about/offices/list/ocr/lgbt.html.

Ill. Association of School Boards, Transgender, Nonbinary, and Gender Nonconforming Students: Legal Issues (Sept. 2023), at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/transgender,-nonbinary,-and-gender-nonconforming-s/.

Administrative Procedure - Harassment of Students Prohibited

This procedure informs: (1) the Building Principal of specific steps to prevent harassment of students; and (2) staff members of the appropriate response to allegations of harassment.

Actor	Action
Building Principal or Designee	▪ Informs staff members and students that the District prohibits harassment of students. ▪ Distributes or references Board Policies 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*; and 7.20, *Harassment of Students Prohibited*, using various methods. ▪ Takes measures to prevent harassment of students, which may include: 1. Conducts regular harassment awareness training for all school staff, including administrators, teachers, and school counselors, and ensures all new employees are trained. 2. Conducts regular age-appropriate harassment awareness training for students. 3. Provides a means for students to learn and discuss what constitutes harassment and how to respond to it in the school setting. 4. Surveys students to determine if harassment is occurring at school. 5. Conducts regular harassment awareness training for parents/guardians. 6. Works with parents/guardians and students to develop and implement age-appropriate, effective measures for addressing harassment. 7. Determines when extra supervision and precaution should be taken, such as when: two or more students seem to be in conflict with one another; there have been previous incidents of harassment, sexual assaults, threats, or bullying around perceived sexual orientation or gender identity or expression; or a specific student has had multiple disciplinary violations. 8. Has a process in place to: (1) inform a staff member when a student that he or she supervises has a history of violent or sexually inappropriate behaviors, and (2) keep such a student constantly supervised. 9. Regularly trains staff members regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event, before and after school, while students wait for the school bus, between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) what to do when they observe an unusual and disruptive student.

	10. Identifies areas in the school building that are isolated (e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and empty rooms) and take extra steps to make them safe. 11. Immediately notifies the police and relevant parents/guardians when an assault or attempted assault has occurred. 12. Notifies the Nondiscrimination Coordinator of all reports of harassment.
Nondiscrimination Coordinator and/or Grievance Complaint Manager	▪ Thoroughly and promptly investigates allegations of harassment by: 1. Recording all reports of harassment including the names of the persons who made the report, the date the report was made, the alleged harassment, and the school where the harassment allegedly occurred. 2. Distributing Board Policies 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*; and 7.20, *Harassment of Students Prohibited*, to any person upon request; 3. Following Board Policies 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*; and 7.20, *Harassment of Students Prohibited*; 4. Notifying a student's parents/guardians that they may attend any investigatory meetings in which their child is present; 5. Keeping the complaining parents/guardians informed of any investigation's progress; and 6. Keeping confidential all information about an investigation and the statements of students and other witnesses. The Superintendent shall be kept informed of an investigation's progress, unless the Superintendent is the subject of the complaint. If a complaint contains allegations involving the Superintendent, the Board President shall be kept informed of an investigation's progress. 7. Notify school administrators of all reports of harassment at their schools, regardless of whether substantiated. Notification should be repeated for all previous reports of harassment of students currently in a school building each time there is a change in administration at the school building.
All District Staff Members	▪ Immediately report to the Ill. Dept. of Children and Family Services any situation that provides you with reasonable cause to believe that a child may be an abused child or a neglected child. See Board Policy 5.90, *Abused and Neglected Child Reporting*. ▪ Promptly notifies the Superintendent and Building Principal that you made a report. If a report contains allegations involving the Superintendent, only notifies the Building Principal who shall contact the Board President. If a report contains allegations involving the Building Principal, only notifies the Superintendent.

Exhibit - Equal Educational Opportunities Within the School Community

The District welcomes diversity in its schools. Board Policy 7.10, *Equal Educational Opportunities* cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District.

These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply:

1. 2.260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.

2. 2.265, *Title IX Grievance Procedure*, contains the process that must be followed for complaints of Title IX harassment.

3. 2.270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, prohibits any person from discriminating against or harassing a student based on race, color, or national origin.

4. 6.65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.

5. 7.10, *Equal Educational Opportunities*, requires that equal educational and co-curricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.

6. 7.20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.

7. 7.130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.

8. 7.160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. It recognizes that students have the right to wear hairstyles historically associated with race, ethnicity, or hair texture, and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity, or other characteristic protected by State law.

9. 7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.

10. 7.250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health problems that impact learning.

11. 7.330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.

12. 7.340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

Exhibit - Student Handbook Checklist

The Checklist contains mandatory and recommended notices that schools should give to their students and the students' parents/guardians. *Mandatory* means the notices are legally required. *Recommended* means including the notices are a best practice. The Checklist is in the IASB Policy Reference Manual (PRM) format, and it lists corresponding policies, procedures, and exhibits in numerical order within each sub-headed category. A corresponding citation to the Ill. Principals Association **Online Model Student Handbook (MSH)** is also listed, if one exists. Any handbook should be reviewed by the Board Attorney before distribution to ensure that all mandatory notices are included as this Checklist is subject to change without notice. This Checklist is not a substitute for legal advice.

Mandatory Notices

Student Services

Mandatory Topics	IASB PRM	IPA MSH
Transportation	4.110, *Transportation*	4.10, *Bus Transportation*
Transportation reimbursement eligibility and dispute resolution **Note**: this program has been withdrawn due to lack of funding	4.110, *Transportation*	4.10, *Bus Transportation*
Eligibility criteria for free and reduced lunch	4.130, *Free and Reduced-Price Food Services* 4.130-E, *Free and Reduced-Price Food Services; Meal Charge Notifications*	3.10, *Fees, Fines & Charges; Waiver of Student Fees*
Waiver of school fees along with the fee waiver application form	4.140, *Waiver of Student Fees* 4.140-AP, *Fines, Fees, and Charges - Waiver of Student Fees* 4.140-E1, *Application for Fee Waiver* 4.140-E2, *Response to Application for Fee Waiver, Appeal, and Response to Appeal*	3.10, *Fees, Fines & Charges; Waiver of Student Fees* 3.10-E1, *Application for Fee Waiver*
Names of designated Prioritization of Urgency of Need for Services (PUNS)-trained employee(s) in each school within the District.	5.100, *Staff Development Program*	
School Wellness (required if the District participates in the National School Lunch Program or Breakfast Program)	6.50, *School Wellness*	
Alternative learning opportunities	6.110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*	2.90, *Credit for Proficiency, Non-District Experiences,*

Mandatory Topics	IASB PRM	IPA MSH
		Course Substitutions and Accelerated Placement
Notification to parents/guardians of English Learners regarding their child's placement in, and information about, the District's English Learners programs	6.160, *English Learners*	12.60, *English Learners*
Parental involvement under Title I (only when the district receives Title I funds)	6.170, *Title 1 Programs* 6.170-AP1, *Checklist of Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs* 6.170-AP1, E1, *District-Level Parent and Family Engagement Compact* 6.170-AP1, E2, *School-Level Parent and Family Engagement Compact* 6.170-AP2, *Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance , and Protection of Pupil Rights Laws*	12.130, *Parent Notices Required by the Every Student Succeeds Act*
Notice to parents required by the Elementary and Secondary Education Act	6.170-AP2, *Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws*	12.130, *Parent Notices Required by the Every Student Succeeds Act*
Surveys that request personal information from students	7.15, *Student and Family Privacy Rights*	11.10, *Student Privacy Protections*
Birth certificate requirements for enrollment	7.50, *School Admissions and Student Transfers To and From Non-District Schools* 7.50-AP, *School Admissions and Student Transfers To and From Non-District Schools*	
Dental examinations	7.100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*	5.10, *Immunization, Health, Eye & Dental Examination*
Eye examinations (K and students enrolling in public school for the first time only)	7.100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*	5.10, *Immunization, Health, Eye & Dental Examination*

Mandatory Topics	IASB PRM	IPA MSH
Vaccinations (influenza and meningococcal)	7.100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*	5.10, *Immunization, Health, Eye & Dental Examination*
Administration of medications (includes asthma inhalers and epinephrine injectors, opioid antagonists, and glucagon)	7.270, *Administering Medicines to Students* 7.270-AP1, *Dispensing Medication* 7.270-E1, *School Medication Authorization Form*	5.20, *Student Medication* 5.20-E1, *Student Medication Authorization Form*

Student Programs

Mandatory Topics	IASB PRM	IPA MSH
Notice of instruction in recognizing and avoiding sexual abuse	6.60-AP1, *Comprehensive Health Education Program* 6.60-AP1, E1, *Notice to Parents/Guardians Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*	12.40, *Sex Education Instruction* 12.40-E1, *Notice to Parents on Sex Education Instruction*
Free appropriate public education to students with disabilities Special education services to eligible children whether or not enrolled in the District	6.120, *Education of Children with Disabilities* 6.120-AP1, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities* (downloadable from IASB website, www.iasb.com) 6.120-AP1, E1, *Notice to Parents/Guardians Regarding Section 504 Rights*	10.10, *Education of Children with Disabilities*
Opportunities for registered apprenticeship programs for students in grades 9-12 who are 16 years or older	6.310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*	2.90, *Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement*
Counseling options for students who are affected by sexual abuse and grooming behaviors, along with options for victims of sexual abuse and grooming behavior to obtain assistance and intervention	7.250, *Student Support Services* 7.250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*	5.30, *Guidance and Counseling*

Student Responsibilities

Mandatory Topics	IASB PRM	IPA MSH
IHSA policy on banned substances (required only for IHSA schools)	6.190, *Extracurricular and Co-Curricular Activities* 6.190-AP, *Academic Eligibility for Participation in Extracurricular Activities* 7.240, *Conduct Code for Participants in Extracurricular Activities* 7.240-AP1, *Code of Conduct for Extracurricular Activities*	9.10, *Extracurricular and Athletic Activities Code of Conduct*
Absenteeism and truancy	7.70, *Attendance and Truancy*	2.10, *Attendance* 2.50, *Truancy*
Statement of district ownership of and right to search student lockers	7.140, *Search and Seizure*	8.10, *Search and Seizure*
Search procedures for school grounds and lockers	7.140, *Search and Seizure*	8.10, *Search and Seizure*
Notification regarding access to student accounts or profiles on social networking websites	7.140, *Search and Seizure* 7.140-E, *Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act*	8.10, *Search and Seizure*
Bullying prohibited and reporting encouraged	7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*	6.40, *Prevention of and Response to Bullying, Intimidation, & Harassment* 6.40-E1, *Aggressive Behavior Reporting Form*
Teen dating violence prohibited and reporting encouraged	7.185, *Teen Dating Violence Prohibited*	6.45, *Harassment and Teen Dating Violence Prohibited*
Prohibition of electronic paging devices and making threat by Internet	7.190, *Student Behavior*	6.30, *Student Behavior*
All prohibited conduct in the school discipline code, including, but not limited to: 1. Controlled substances 2. Firearms and other weapons 3. E-cigarettes 4. Gangs and gang-related activity 5. Sexting prohibited	4.170-AP2, E4, *Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting* 7.190, *Student Behavior* 7.190-AP5, *Student Handbook - Electronic Devices* 7.190-AP6, *Guidelines for Investigating Sexting Allegations*	6.30, *Student Behavior*

Mandatory Topics	IASB PRM	IPA MSH
Inform parents/guardians when their child engaged in aggressive behavior along with the school's early intervention procedures	7.190-E1, *Aggressive Behavior Reporting Letter and Form*	6.40-E1, *Aggressive Behavior Reporting Form*
Suspension and expulsion, and due process requirements	7.200, *Suspension Procedures* 7.210, *Expulsion Procedures*	6.30-E1, *Short Term Out-of-School Suspension (1-3 Days) Reporting Form* 6.30-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form*
School bus safety	7.220, *Bus Conduct* 4.110-AP3, *School Bus Safety Rules*	4.10, *Bus Transportation*
Videotape surveillance of buses (if applicable)	7.220, *Bus Conduct* 7.220-AP, *Electronic Recordings on School Buses*	4.10, *Bus Transportation*
Behavior interventions (these may be developed through the Spec. Ed. Coop if the district belongs to one)	7.230, *Misconduct by Students With Disabilities*	10.20, *Discipline of Students with Disabilities*
Dress code	7.160, *Student Appearance*	6.20, *School Dress Code & Student Appearance*
All other conduct prohibited by Board policy - school discipline code	7.190, *Student Behavior*	6.30, *Student Behavior*

Student Rights

Mandatory Topics	IASB PRM	IPA MSH
Notice of contact information for nondiscrimination and Title IX coordinator(s) and making reports or complaint of discrimination or sexual harassment	2.260, *Uniform Grievance Procedure* 2.265, *Title IX Grievance Procedure*	6.40, *Prevention of and Response to Bullying, Intimidation & Harassment*
Prohibition of discrimination on the basis of race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy	7.10, *Equal Educational Opportunities* 2.265*, Title IX Grievance Procedure*	1.50, *Equal Opportunity & Sex Equity*

Mandatory Topics	IASB PRM	IPA MSH
Sex equity and grievance procedures	2.260, *Uniform Grievance Procedure* 2.265, *Title IX Grievance Procedure* 7.10, *Equal Educational Opportunities* 7.20, *Harassment of Students Prohibited*	1.50, *Equal Opportunity & Sex Equity*
Sexual harassment prohibited and grievance procedures and age-appropriate information about the sexual harassment policy	2.260, *Uniform Grievance Procedure* 2.265, *Title IX Grievance Procedure* 7.20, *Harassment of Students Prohibited* 7.185, *Teen Dating Violence Prohibited*	6.45, *Sexual Harassment & Teen Dating Violence Prohibited*
Board Policy prohibiting discrimination and harassment based on race, color, and national origin, and retaliation, and an accessible and age-appropriate summary of the policy	2.270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*	
Notify parents of their right to request their child's classroom teachers' qualifications	5.190-E1, *Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications*	12.130, *Parent Notices Required by the Every Student Succeeds Act*
Educational rights of homeless students in the location where homeless children receive services	6.140, *Education of Homeless Children* 6.140-AP, *Education of Homeless Children*	12.30, *Homeless Child's Right to Education*
Notice of parent/guardian and student rights under the Protection of Pupil Rights Act	7.15, *Student and Family Privacy Rights* 7.15-E, *Notification to Parents of Family Privacy Rights*	11.10, *Student Privacy Protections*
Notice to parents/guardians about social network passwords	7.140, *Search and Seizure* 7.140- E, *Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act*	6.70, *Access to Student Social Networking Passwords & Websites*
Notice concerning privacy and access rights to school student records	7.340, *Student Records* 7.340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records* 7.340-AP1, E2, *Using a Photograph or Video Recording of a Student*	11.20, *Student Records*
Disclosure of directory information	7.340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*	11.20, *Student Records*

Mandatory Topics	IASB PRM	IPA MSH
	7.340-AP1, E2, *Using a Photograph or Video Recording of a Student*	
Information classified as directory information and for objecting to disclosure of information	7.340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*	11.20, *Student Records*
Military recruiting	7.340-AP1, E3, *Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information* 7.340-AP1, E4, *Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information*	11.20, *Student Records*
Student biometric information (when applicable)	7.340, *Student Records* 7.340-AP1, E5, *Biometric Information Collection Authorization*	11.30, *Student Biometric Information*
Notice to parents/guardians concerning student data collected by schools and operators under the Student Online Personal Protection Act	7.345-AP, E2, *Student Data Privacy; Notice to Parents About Educational Technology Vendors*	7.40, *Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act*
Notice of disability accommodation	8.70, *Accommodating Individuals with Disabilities*	1.110, *Accommodating Individuals with Disabilities*

General Information

Mandatory Topics	IASB PRM	IPA MSH
Notice before a pesticide application	4.160, *Environmental Quality of Buildings and Grounds* 4.160-AP, *Environmental Quality of Buildings and Grounds*	12.80, *Pesticide Application Notice*
Availability of information concerning sex offenders	4.175-AP1, *Criminal Offender Notification Laws; Screening* 4.175-AP1, E1, *Informing Parents/Guardians About Offender Community Notification Laws*	12.120, *Violent Offender Community Notification*
School bus safety	4.110-AP3, *School Bus Safety Rules*	4.10, *Bus Transportation*

Mandatory Topics	IASB PRM	IPA MSH
Asbestos management plan, notice of availability		
Notice to parents/guardians and staff of IHSA's online training video about hands-only CPR and AED	4.170, *Safety* 4.170-AP6, E1, *School Staff AED Notification Letter*	
Evidence-informed educational information for parents/guardians on the warning signs of child sexual abuse and assistance, referral, or resource information	4.165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*	1.180, *Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations*
Contact information for the National Suicide Prevention Lifeline, the Crisis Text Line, and either the Safe2Help Illinois helpline and/or a local suicide prevention hotline	7.290, *Suicide and Depression Awareness and Prevention* 7.290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*	
Notice that a student athlete and his/her parent must sign acknowledgement of receiving the concussion policy (required only for IHSA schools)	7.305, *Student Athlete Concussions and Head Injuries* 7.305-AP, *Program for Managing Student Athlete Concussions and Head Injuries*	9.30, *Student Athlete Concussions and Head Injuries*
School visitation rights notice	8.95-E1, *Letter Notifying Parents/Guardians of School Visitation Rights* 8.95-E2, *Verification of School Visitation*	12.70, *School Visitation Rights*
Ill. State Board of Elections one-page document explaining voter registration process, available at www.elections.il.gov/ (high schools only)		
Employee code of professional conduct	5.120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*	
Notice to parents/guardians of the availability of the Ill. State Board of Education's Sexual Abuse Response and Prevention Resource Guide, at www.isbe.net/Documents/Faiths-Law-Resource-Guide.pdf	5.120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*	

Recommended Notices

Student Services

Recommended Topics	IASB PRM	IPA MSH
Information regarding waiver of student fees	4.140, *Waiver of Student Fees*	3.10, *Fee, fines and Charges: Waiver of Student Fees*
Fire drill program, building specific plan	4.170, *Safety* 4.170-AP1, *Comprehensive Safety and Security Plan*	5.40, *Safety Drill Procedures and Conduct*
School safety plans, including severe weather and injury or sudden illness	4.170, *Safety* 4.170-AP1, *Comprehensive Safety and Security Plan* 4.170-AP1, E1, *Accident or Injury Form*	2.100, *Home and Hospital Instruction*
Targeted school violence prevention program, including threat assessment teams	4.190, *Targeted School Violence Prevention Program* 4.190-AP2, *Threat Assessment Team (TAT)*	
Home and hospital instruction	6.150, *Home and Hospital Instruction*	2.100, *Home and Hospital Instruction*
Student residency and tuition	7.60, *Residence* 7.60-AP1, *Challenging a Student's Residence Status* 7.60-AP2, *Establishing Student Residency* 7.60-AP2, E1, *Letter of Residence from Landlord in Lieu of Lease* 7.60-AP2, E2, *Letter of Residence to be Used When the Person Seeking to Enroll a Student is Living with a District Resident* 7.60-AP2, E3, *Evidence of Non-Parent's Custody, Control and Responsibility of a Student*	
Parking, building specific	7.140, *Search and Seizure*	4.20, *Parking*
Health and school counselor and social work access	7.250, *Student Support Services*	5.30, *Guidance & Counseling*
Communicable and infectious disease	7.280, *Communicable and Chronic Infectious Disease* 7.280-AP, *Managing Students with Communicable or Infectious Diseases*	5.50, *Communicable Disease* 5.60, *Head Lice*
Students with diabetes	6.120-AP4, *Care of Students with Diabetes*	1.130, *Care of Students with Diabetes*

Recommended Topics	IASB PRM	IPA MSH
		1.130-E1, *Authorization to Provide Diabetic Care*
Medical cannabis administration	7.270-E2, *School Medication Authorization Form - Medical Cannabis*	
Anaphylaxis prevention and response	7.285, *Anaphylaxis Prevention Response, and Management Program* 7.285-AP, *Anaphylaxis Prevention, Response, and Management Program*	1.120, *Students with Food Allergies*
Telephone use, building specific		

Student Programs

Recommended Topics	IASB PRM	IPA MSH
Weighted grades	6.280-AP, *Evaluating and Reporting Student Achievement*	
District philosophy and goals	1.30, *School District Philosophy* 3.10, *Goals and Objectives* 6.10, *Educational Philosophy and Objectives*	
Remote Learning and/or e-learning program(s)	6.20, *School Year Calendar and Day* 6.20-AP, *Remote and/or Blended Remote Learning Day Plan(s)* 6.185, *Remote Educational Program*	
Anti-bias curriculum	6.60, *Curriculum Content*	
Driver education eligibility and requirements (high schools only)	6.60, *Curriculum Content*	
Parental objections to sex education, family life instruction, and sexually transmitted diseases	6.60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*	12.40, *Sex Education Instruction* 12.40-E1, *Notice to Parents on Sex Education Instruction*
Biking and Walking Safety Education	6.60-AP1, E2, *Resources for Biking and Walking Safety Education*	
Accelerated placement availability	6.135, *Accelerated Placement Program*	2:90, *Credit for Proficiency, Non-District Experiences, Course*

Recommended Topics	IASB PRM	IPA MSH
		Substitutions and Accelerated Placement
Adaptive physical education program exemption	6.310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*	2.80, *Exemption from PE Requirement* (Regular Education)
Bilingual education availability	6.160, *English Learners*	12.60, *English Learners*
Co-curricular activities	6.190, *Extracurricular and Co-Curricular Activities*	9.10, *Extracurricular and Athletic Activities Code of Conduct*
"No Pass, No Play"	6.190, *Extracurricular and Co-Curricular Activities* 6.190-AP, *Academic Eligibility for Participation in Extracurricular Activities*	9.10, *Extracurricular and Athletic Activities Code of Conduct*
Parental right to review instructional materials	6.210, *Instructional Materials*	11.10, *Student Privacy Protections*
Acceptable use and Internet safety	6.235, *Access to Electronic Networks* 6.235-AP1, *Acceptable Use of the District's Electronic Networks* 6.235-AP1, E1, *Student Authorization for Access to the District's Electronic Networks* 6.235-AP1, E2, *Staff Authorization for Access to the District's Electronic Networks*	7.10, *Internet Acceptable Use* 7.10-E1, *Internet Acceptable Use Sign-Off*
Social promotion	6.280, *Grading and Promotion* 6.280-AP, *Evaluating and Reporting Student Achievement*	2.60, *Grading and Promotion*
High school graduation requirements (high schools only)	6.300, *Graduation Requirements*	2.120, *Graduation Requirements*
Right of students with IEP to participate in graduation ceremony (high schools only)	6.300, *Graduation Requirements*	10.40, *Certificate of High School Completion*
Physical education, including waiver of required classes	6.310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*	2.80, *Exemption from PE Requirement* (Regular Education) 10.30, *Exemption from PE Requirement*

Recommended Topics	IASB PRM	IPA MSH
		(Special Education)
Class schedules, building specific		
Schedule of testing programs, building specific	6.340, *Student Testing and Assessment Program*	
Student distribution of non-curricular material	7.310, *Restrictions on Publications; Elementary Schools* 7.310-AP, *Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools* 7.315, *Restrictions on Publications; High Schools* 7:315-AP, *Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools*	7.20, *Guidelines for Student Distribution of Non-School Sponsored Publications*

General Information

Recommended Topics	IASB PRM	IPA MSH
School calendar	6.20, *School Year Calendar and Day*	
Field trip	6.240, *Field Trips* 6.240-AP, *Field Trip Guidelines*	6.60, *Field Trips*
Release time for religious instruction/observance	7.80, *Release Time for Religious Instruction/Observance*	2.30, *Release Time for Religious Instruction and Observance*
Release time for students voting in elections	7.90, *Release During School Hours*	
Extra-curricular drug and alcohol testing (if applicable)	7.240-AP2, *Extracurricular Drug and Alcohol Testing Program* 7.240-AP2, E1, *Consent to Participate in Extracurricular Drug and Alcohol Testing Program*	9.10, *Extracurricular and Athletic Activities Code of Conduct*
Eligibility to remove college entrance exams from student transcripts	7.340, *Student Records*	11.20, *Student Records*
Equal access to school facilities	8.20, *Community Use of School Facilities*	
Identification and registration of persons entering the school building	8.30, *Visitors to and Conduct on School Property*	1.40, *Visitors*
Statement that the handbook is: 1. Only a summary of board policies governing the district;	2.240, *Board Policy Development*	1.20, *Student Handbook Acknowledgement*

Recommended Topics	IASB PRM	IPA MSH
board policies are available to the public at the district office 2. A document that may be amended during the year without notice 3. Is a communication tool of all policies to persons expected to execute and comply with them		1.30, *General School Information*
Address of District offices, list of administrators, and contact information	2.250, *Access to District Public Records* 2.250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*	1.30, *General School Information*
Board members' names	2.250, *Access to District Public Records* 2.250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*	1.30, *General School Information*
List of District school addresses	2.250, *Access to District Public Records* 2.250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*	1.30, *General School Information*

Special Circumstance Notifications

Special Circumstance Topics	IASB PRM	IPA MSH
Notification for unsafe school transfer choice	4.170, *Safety* 4.170-AP5, *Unsafe School Choice Option*	12.100, *Unsafe School - Transfer*
Notification of right to review teachers' qualifications	5.190, *Teacher Qualifications* 5.190-E1, *Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications* 5.190-E2, *Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements* 5.190-E3, *Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment*	12.130, *Parent Notices Required by the Every Student Succeeds Act*

Special Circumstance Topics	IASB PRM	IPA MSH
Notice when: 1. Student is being taught by a teacher who is not highly qualified, 2. School identified as in need of improvement, 3. Schools are identified for corrective action, 4. Schools are identified for restructuring, 5. There is eligibility for supplemental educational services, and 6. The district offers voluntary school choice, if applicable.	5.190-E2, *Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements* 6.15, *School Accountability*	
Credit for proficiency	6.110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*	2.90, *Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement*

CERTIFICATE OF APPROVAL FOR A TEN YEAR SURVEY REPORT

(Section 2-3.12 of the School Code)

FOX CREEK ELEMENTARY SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	

I, , State Superintendent of Education, acknowledge receipt of this ten-year safety survey report, approved for the year **0**.
Hence, the next safety survey report will be due in the year **0**. The District architect has provided assurances that the building named above has been surveyed in accordance with 105 ILCS 5/2-3.12. This Certificate of Approval for a Ten Year survey Report does not necessarily imply that Fire Prevention and Safety Funds can be used for the work items listed in this survey report.

Date	Signature of State Superintendent of Education

COMMENTS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON

OTHER COMMENTS:

ITEM ID	DESCRIPTION	REASON
2	Storage in front of electric panel	

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

APPLICATION FOR APPROVAL OF TEN-YEAR SAFETY SURVEY REPORT

(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

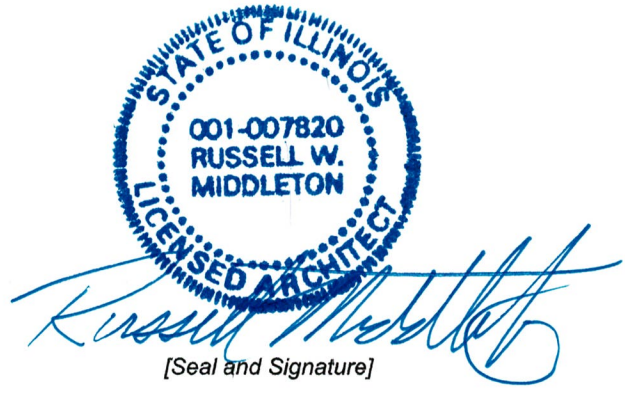
NAME OF SCHOOL BUILDING FOX CREEK ELEMENTARY SCHOOL	*SURVEY YEAR* 2025
NAME AND NUMBER OF SCHOOL DISTRICT McLean County USD 5, 0050	*COUNTY* McLean
ARCHITECT NAME Russell W middleton	*FIRM* MIDDLETON ASSOCIATES INC.
FIRM ADDRESS 1702 W. COLLEGE AVE, NORMAL, IL 61761-3028	*TELEPHONE NUMBER* (309) 452-1271

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

☐ Building in Full Compliance.

☒ Building Not in Compliance

	Russell W middleton
Date	*Printed Name Architect/Engineer*
Date	*President of Board of Education*
Date	*Secretary of Board of Education*
11/30/2024	001-007820
Expiration Date	*License Number*



[Seal and Signature]

Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

Form 35-86 (7/07) (Prescribed by ISBE for local board use) 180.300 a

REQUEST FOR AUTHORIZATION
To use Fire Prevention and Safety Funds

Amendment Number 13

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The FOX CREEK ELEMENTARY SCHOOL school, located at 3910 Fox Creek Rd Bloomington, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on ___.

- [x] All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.
- [ ] All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is $ 45,000.00.

Name of Architect/Engineer Russell W middleton	*Name of Firm* MIDDLETON ASSOCIATES INC.
Phone Number (309) 452-1271	*Fax Number* (309) 454-8049.
License Number 001-007820	*Expiration Date* 11/30/2024
Email Address russ@middletonassociates.net	[Seal and Signature]

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

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

a. Based upon the report of the architect referred to above, the district faces total estimated costs of $ to finance the work involved.

b. The district has $ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.

c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.

d. The district needs to raise $ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.

e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.

f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).

g. All work authorized by the District will be executed in conformity with all applicable codes.

h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**FOX CREEK ELEMENTARY SCHOOL**

4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation
1	Classroom 112	a.	BOCA PM 702.11	Classroom exterior exit door stuck shut, inoperable.	Repair/replace the threshold and heaved concrete to allow function
2	storage off 114 commons	b.	NEC 110.6 clearance	Storage in front of electric panel	remove storage to allow 36" clearance
3	Classroom 110	a.	BOCA PM 702.11	Exterior Classroom exit door is inoperable, stuck shut	Repair/replace the threshold and heaved concrete to allow function
4	Classroom 109	a.	BOCA PM 702	Exterior Classroom exit door is inoperable, stuck shut	Repair/replace the threshold and heaved concrete to allow function
5	Classroom 119	a.	BOCA PM 702	Exterior Classroom exit door is inoperable, stuck shut	Repair/replace the threshold and heaved concrete to allow function
6	Classroom 120	a.	BOCA PM 702	Exterior Classroom exit door is inoperable, stuck shut	Repair/replace the threshold and heaved concrete to allow function
7	Main Gym East exit	a.	BOCA PM 702	Removable mullion mount knocked loose threshold jambs doors	Repair/Replace parts as required to make operable as an exit

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**FOX CREEK ELEMENTARY SCHOOL**

4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	a.	Repair/replace the threshold and heaved concrete to allow function	each	1	2	$7,000.00			8/30/2026	F
2	b	b.	remove storage to allow 36" clearance	each	1	1	$0.00			6/30/2029	O
3	f	a.	Repair/replace the threshold and heaved concrete to allow function	each	1	2	$7,000.00			8/30/2025	F
4	f	a.	Repair/replace the threshold and heaved concrete to allow function	each	1	2	$7,000.00			8/30/2025	F
5	f	a.	Repair/replace the threshold and heaved concrete to allow function	each	1	2	$7,000.00			8/30/2025	F
6	f	a.	Repair/replace the threshold and heaved concrete to allow function	each	1	2	$7,000.00			8/30/2025	F
7	f	a.	Repair/Replace parts as required to make operable as an exit	each	1	2	$2,500.00			8/30/2025	F

Original Subtotal	$37,500.00	Adjusted Subtotal	$37,500.00		
Original 10.00% Contingency	$3,750.00	Adjusted 10.00% Contingency	$3,750.00		
Original 10.00% A/E Fees	$3,750.00	Adjusted 10.00% A/E Fees	$3,750.00		
Original Grand Total	$45,000.00	Adjusted Grand Total	$45,000.00		

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

CERTIFICATE OF APPROVAL FOR A TEN YEAR SURVEY REPORT

(Section 2-3.12 of the School Code)

GROVE ELEMENTARY SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	

I, , State Superintendent of Education, acknowledge receipt of this ten-year safety survey report, approved for the year **0**.
Hence, the next safety survey report will be due in the year **0**. The District architect has provided assurances that the building named above has been surveyed in accordance with 105 ILCS 5/2-3.12. This Certificate of Approval for a Ten Year survey Report does not necessarily imply that Fire Prevention and Safety Funds can be used for the work items listed in this survey report.

Date	Signature of State Superintendent of Education

COMMENTS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON

OTHER COMMENTS:

ITEM ID	DESCRIPTION	REASON
2	Exterior classroom exit door binds at head, needs adjusted to fit	
3	Exterior door has a hole through it that would allow access to oppen exit device, security risk	
4	shelving blocks clear access to branch panel F	

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

APPLICATION FOR APPROVAL OF TEN-YEAR SAFETY SURVEY REPORT

(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

NAME OF SCHOOL BUILDING GROVE ELEMENTARY SCHOOL	*SURVEY YEAR* 2025
NAME AND NUMBER OF SCHOOL DISTRICT McLean County USD 5, 0050	*COUNTY* McLean
ARCHITECT NAME Russell W middleton	*FIRM* MIDDLETON ASSOCIATES INC.
FIRM ADDRESS 1702 W. COLLEGE AVE, NORMAL, IL 61761-3028	*TELEPHONE NUMBER* (309) 452-1271

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

☐ Building in Full Compliance.

☐ Building Not in Compliance

7/1/2024	Russell W middleton
Date	*Printed Name Architect/Engineer*
Date	*President of Board of Education*
Date	*Secretary of Board of Education*
11/30/2024	001-007820
Expiration Date	*License Number*

[Seal and Signature]

Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

Form 35-86 (7/07) (Prescribed by ISBE for local board use) 180.300 a

REQUEST FOR AUTHORIZATION
To use Fire Prevention and Safety Funds

Amendment Number 13

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The GROVE ELEMENTARY SCHOOL school, located at 1101 N Airport Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 7/1/2024.

- ☑ All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.
- ☑ All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is $ 0.00.

Name of Architect/Engineer Russell W middleton	*Name of Firm* MIDDLETON ASSOCIATES INC.
Phone Number (309) 452-1271	*Fax Number* (309) 454-8049.
License Number 001-007820	*Expiration Date* 11/30/2024
Email Address russ@middletonassociates.net	[Seal and Signature]

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

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

a. Based upon the report of the architect referred to above, the district faces total estimated costs of $ to finance the work involved.

b. The district has $ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.

c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.

d. The district needs to raise $ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.

e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.

f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).

g. All work authorized by the District will be executed in conformity with all applicable codes.

h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**GROVE ELEMENTARY SCHOOL**

4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation
1	Classroom 139	b.	BOCA PM 705.1	Storage on shelving partially blocks sprinkler	Limit storage to 24" below sprinkler head
2	Classroom 109	a.	BOCA PM 702.11	Exterior classroom exit door binds at head, needs adjusted to fit	Grind binding tab on door head to frame head.
3	west exit near kitchen	b.	BOCA PM 304.16	Exterior door has a hole through it that would allow access to oppen exit device, security risk	Fill hole
4	124 storage	b.	NEC 110.16	shelving blocks clear access to branch panel F	Relocate/remove shelf

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**GROVE ELEMENTARY SCHOOL**

4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	b	b.	Remove stroage within 24" of ceiling	each	1	1	$0.00			6/30/2028	F
2	c	a.	Grind binding tab on door head to frame head.	each	1	1	$0.00			6/30/2025	O
3	c	b.	Fill hole with carrage bolt or barrel bolt .	each	1	2	$0.00			6/30/2026	O
4	b	b.	Relocat/remove shelf	each	1	1	$0.00			6/30/2029	O

	Original Subtotal	$0.00	Adjusted Subtotal	$0.00	
	Original 10.00% Contingency	$0.00	Adjusted 10.00% Contingency	$0.00	
	Original 10.00% A/E Fees	$0.00	Adjusted 10.00% A/E Fees	$0.00	
	Original Grand Total	$0.00	Adjusted Grand Total	$0.00	

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

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

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

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

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

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

The Treasurer shall present a report of all of the interfund loans and their repayments at the board meeting immediately following such loans or repayments until all repayments as required in the school code are completed. The authorization provided herein shall expire after June 30th, 2025.

ADOPTED this 17th day of July, 2024

by the following roll call vote:

Ayes: _____

Nays: _____

Absent: _____

_____

Jeremy DeHaai, President, Board of Education

McLean County Unit District No. 5

ATTEST:

_____

Alex Williams, Secretary, Board of Education

McLean County Unit District No. 5

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

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

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

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

that the Treasurer is hereby authorized and directed to make any and all such interfund loans, not to exceed the aggregate sum of $54,000,000 as authorized in *The Illinois School Code* (105 ILCS 5/20-5) required in order to have sufficient funds to make appropriate payments of expenditures of the School District. Further, the Treasurer is directed to make the necessary bookkeeping entries to effect this change. Said loans are to be repaid by the transfer from the other Funds to the Working Cash Fund proceeds from the receipt of the June 2025 installment of the 2024 General Levy, estimated to be $60,000,000. No Tax anticipation warrants have heretofore been issued by the School District. The estimated Corporate Personal Property Replacement Tax set aside for the payment of retirement obligations is $400,000.

The Treasurer shall present a report of all of the interfund loans and their repayments at the board meeting immediately following such loans or repayments until all repayments as required in the school code are completed. The authorization provided herein shall expire after June 30th, 2025.

ADOPTED this 17th day of July, 2024, by the following roll call vote:

Ayes: _____

Nays: _____

Absent: _____

_____
Jeremy DeHaai, President, Board of Education
McLean County Unit District No. 5

ATTEST:

_____
Alex Williams, Secretary, Board of Education
McLean County Unit District No. 5

McLean County
Unit District No.5
Educating each student to achieve personal excellence.

To: Unit 5 Board of Education

From: Dr. Kristen Weikle, Superintendent, Heather Rogers, Director of HR and Martin Hickman, CFO

Date: July 17, 2024

Re: Salary Recommendations

Unit 5 has traditionally offered lower salaries compared to other large unit districts and many neighboring districts. Last year, the district started addressing these discrepancies within budget constraints through negotiations and adjustments for non-represented groups. The recommendations for FY2025 aim to further narrow the gap in competitive total compensation within the region.

EOP Exempt, OT/PT/OTA/PTA, Medical Personnel, Technology and Educational Support Staff
Recommend a 5.5% increase for each eligible staff member.

Budget impact approximately $178,000.

Food Service
The Food Service department has a 2 Tier salary schedule. All new employees are placed on Tier 2.

Recommend a 6% increase to each step in Tier 1, increase the Tier 2 starting wage to $17.50 per hour which is a 6.06% increase and increasing each manager increment $0.20.

Budget impact of approximately $115,000.

Certified Administrators, Non-Certified Administrators
Hiring new administrators has become increasingly challenging over the past few years, primarily due to our salaries being lower than other districts. This year four offers were declined, and several candidates withdrew their names for consideration or chose not to apply for administrative openings in Unit 5 because they were either earning more in their current districts or would make significantly more if they continued teaching in the classroom. To address this, we evaluated every type of administrative position in comparison with other large unit districts, neighboring districts, and the potential earnings on the teacher salary schedule.

Additionally, several school districts, including a nearby district, provide additional compensation for all administrators in an amount equal to the cost of family health insurance. In FY2024, Unit 5 added an additional benefit that administrators could use to offset a portion of the family health insurance cost or contribute to a 403b.

In order to attract and retain high quality administrators, Unit 5 must stay competitive with salary and benefits. We are recommending an increase in administrative salary ranges and an increased benefit by $25 per pay period towards insurance or a 403b.

The actual impact to the budget from the salary increase and the increase to the additional benefit is approximately $483,000 or 6.42% higher than FY2024

Substitutes, Homebound, Noon Hour Supervisors

Recommend the rates in the table below to meet Illinois minimum wage requirements and ensure competitiveness within the region.

Substitutes, Homebound, Noon Hour Supervisors

Certified Teacher Substitute Regular Daily Rates (Any Position)	$125/Day $145/Day Unit 5 Retiree
Certified Teacher Substitute Long Term Daily Rates (Same Position)	$170/Day $195/Day Unit 5 Retiree
Certified Teacher Substitute Long Term Daily Rates Internal Vacancy Sub	$210/Day
Non-Classroom (Guidance Counselor, Psychologist, Social Worker, SLP, Certified School Nurse)	$210/day
Nurse	RN - $180/day LPN - 155/day Unit 5 Retiree Nurse - $210/day
Permanent F/T Floating Sub	$25.00/Hour (Benefits Included)
Administrative Assistant Substitute	$16.00/Hour
Custodial Maintenance & Food Service Substitute	$16.00/Hour
Teaching Assistant Substitute	$112/Day $56/Half Day
Noon-Hour Supervisors	$16.00/Hour
Homebound Teachers	$30.25/Hour

To: Board of Education

From: Martin Hickman, CFO

Date: 7/17/2024

Re: Schedule B Adjustment

The Schedule B Committee meets each year to review current Schedule B positions and the associated pay rates. The following adjustment is recommended by the Schedule B Committee as well as the District Administration.

Marching Band Director – Change pay rate from .090 to .190

After review the current pay rate was found to be low when compared to other sports/activities with similar practices and competitions. The proposed pay rate is the same as the current rate for high school head football and head basketball coaches.

23-24 Student-Handbook-Updates

The below list contains additional handbook procedures and supplements to the **Model Student Handbook** since our last Unit 5 Handbook updates in July/August of 2023. At this time, there has only been one new release containing updates. The Illinois Principal's Association anticipates having additional updates to the Model Student Handbook in August after the Governor signs pending legislation.

All handbook procedures herein comply with updates to PRESS and have been cross-checked to maintain consistency with updated Unit 5 Board Policies already approved or in the process of being updated and approved.

Handbook Procedure Number & Title	Description	Status
MSH 1.40 Visitors	Revised and updated to comply with PRESS.	Revised
MSH 1.210 Free and Reduced-Price Food Services; Meal Charge Notifications	This new procedure is provided as an additional resource. The information provided herein is required by federal law and may be placed in the student handbook or otherwise provided to parents.	New
MSH 6.40 Prevention of and Response to Bullying, Intimidation, and Harassment	Revised and updated to comply with PRESS and State law.	Revised
MSH 6.42	Pursuant to Public Act 103-472, the Racism FreeSchools Act (effective August 1, 2024), a	New

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited	school district is required to have aseparate policy on discrimination and harassment on the basis of race, color,and national origin.	
MSH 10.70 PUNS Database Information for Students and Parents or Guardians	Pursuant to Public Act 103-504, schools must include in their student handbook certain information on PUNS (Prioritization of Urgency of Need for Services), including contact information for the PUNS-trained employee.	New
MSH 12.110 Sex Offender Notification Law	This procedure is updated to comply with PRESS and revised to incorporate the pertinent information from MSH procedure 12.120, Sex Offender & Violent Offender Community Notification Laws.	Revised
Accelerated Placement	Added additional language from the Model Student Handbook not previously included.	

Additional Changes to Unit 5 Handbooks

Level	Area	Change
All	Communicable Diseases	Added the below to the list of conditions for which a student should not be in school: Any other health condition that in the professional, clinical judgment of the School Nurse places that student or others in the school community at a health or safety risk. In the absence of the Certified School Nurse, this determination may be made by the building principal or his/her designee.

All	Medication at School	Updated policy to add language on the limited administration of over-the-counter medication and the School District Supply of Undesignated Limited Over-the-Counter Medication as being amended in Board Policy.
All	Academic Dishonesty	Updated policy to include the use of AI in place of original work.
High School	CTE Courses	Inclusion of CTE courses as weighted courses for GPA calculation in accordance with Course to Career Guide updates.
Middle School	Dress Code	Updated language to be more inclusive and maintain consistency with the high school handbook.
High School	Drugs/Alcohol Possession	Removed specific suspension time reduction and replaced it with language on reduction through cessation programs.
High School	Physical Education	Updated PE Uniform and activity restriction procedure to align with current practice.

McLEAN COUNTY UNIT DISTRICT No. 5

EARLY LEARNING HANDBOOK

EARLY CHILDHOOD EDUCATION

Early Learning Handbook 2024-2025

McLean County Unit School District No. 5

1809 West Hovey Avenue

Normal, IL 61761-4439

Phone: 309.557.4400 • Fax: 309.557.4501

Web: www.unit5.org

General Email: district@unit5.org

Revised July 2024

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Letter from Early Learning Coordinator

McLean County Unit District No.5

1809 West Hovey Avenue

Normal, IL 61761-4339

Dear Parent/Guardian:

Welcome to the McLean County Unit District No. 5 Schools!

Our district is very pleased to present this comprehensive handbook for your use during the coming school year. A significant effort is put forth to provide student transfers between buildings with a minimal degree of change. Although many daily procedures have been standardized, each school still maintains its own unique history, traditions, and school climate.

All handbook and school rules apply to all school-sponsored events, even those activities occurring off-campus. The handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the rules and policies. **Changes in State and federal laws may indicate amendments to sources identified in this handbook during the school year. Please see the Board's comprehensive policy manual on the District's website https://www.boardpolicyonline.com/?b=mclean_5 or at the Board office, located at 1809 West Hovey Avenue, Normal, Illinois for current information.**

If you have questions regarding any aspect of our early learning program, please feel free to contact your child's teacher or the building principal.

We pledge to make every effort to assure that your child has a meaningful and enjoyable education in our school district.

Sincerely,

Kris Pennington

Early Learning Coordinator

McLean County Unit District No. 5 Contact Information

1809 West Hovey Avenue
Normal, IL 61761-4339
Phone: 309.557.4400
Fax: 309.557.4501
Web: www.unit5.org
General E-mail: district@unit5.org

Early Learning School Information

Brigham Early Learning Center
Principal: Erin O'Grady
201 Brigham School Rd
Bloomington, IL 61704
E-Mail: ogradye@unit5.org
Phone: 309.557.4411
Fax: 309.557.4512

Sugar Creek Elementary
Principal: Scott Vogel
200 N Towanda Ave
Normal, IL 61761
E-Mail: vogels@unit5.org
Phone: 309.557.4425
Fax: 309.557.4526

District and School Web Pages

McLean County Unit District No. 5

http://www.unit5.org

Visit our McLean County Unit District No. 5 website. The website is an excellent source for learning more about Unit 5's mission, policies, curriculum, administration information, school calendar, lunch menus, policies, and current district events.

Visit our local websites for more information about each site:

Sugar Creek Elementary School
https://sugarcreek.unit5.org/

Brigham School
https://brigham.unit5.org/

Section 1 - Introductory Information and General Notices

Overview

This handbook is a summary of the program'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 https://www.boardpolicyonline.com/?b=mclean_5 or at the Board office, located at **1809 W. Hovey Avenue, Normal, Illinois.**

McLean County Unit District 5 Mission Statement

Unit 5 will educate each student to achieve personal excellence.

McLean County Unit District 5 Early Learning Purpose Statement

The purpose of the Unit 5 Early Learning Program is to provide a stimulating and nurturing environment for young children. Students are given the chance to become successful and build self-confidence. The program is designed to increase student opportunities, help prepare for future achievements, and meet individual needs and goals in eight domains of learning, which are guided by the Illinois Early Learning State Standards: Language Arts, Mathematics, Science, Social Studies, Physical Development and Health, Fine Arts, Foreign/Primary Language, Social/Emotional.

McLean County Unit District 5 Diversity Statement

Dear Unit 5 Community Members,

Unit 5's commitment to respecting diversity in all of its forms is vital to attaining the District mission of "educating each student to achieve personal excellence." The district remains dedicated to expanding awareness of diversity issues; engaging in proactive diversity planning; and maintaining a welcoming, effective learning environment. With the assistance of the Unit 5 Diversity and Inclusion Committee, the district will continue to establish and achieve diversity goals that will enrich our educational community. Thank you for your involvement in and contributions to our efforts.

Sincerely,

Dr. Kristen Kendrick-Weikle
Superintendent

Dayna Brown
Dir. Of Communications/Community Relations
Diversity Officer

Admission Requirements

Age Requirements

To be eligible for admission, a child must be between the ages of three (3) and five (5) years old, but not five (5) on or before September 1 of that school term. Children with developmental delays, which affect normal growth and development, or who are at risk of academic failure may be eligible for services and supports. Special education eligibility will be based on the presence of noted delays in one or more of the developmental areas. Eligibility is determined by the Individualized Educational Program (IEP) team.

Admission Procedure

Eligible early learning students enrolling in the District for the first time must present:

- **Certified** birth certificate or other reliable proof of identity and age
- Proof of residence, as required by Board Policy 7.60
- Proof of disease immunization or detection and the required physical examination as required by State law and Board Policy 7.100
- Enrollment in general education classrooms is contingent upon state funding, as the program is funded by Illinois grant funds.

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 badge identifying themselves as a guest and place the badge to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office, return their badge and sign out before leaving the school.

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

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

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco or vaping products.

8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is 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 alsobe subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

Cross Reference:
Board Policy 8.30, *Visitors to and Conduct on School Property*

School Volunteers

All school volunteers must complete the "Volunteer Information Form and Waiver of Liability" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

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

Cross Reference:
Board Policy 6.250, *Community Resource Persons and Volunteers*
Administrative Procedure 6.250-AP1 *Securing and Screening Resource Persons and Volunteers*
Exhibit 6.250-E1 *Volunteer Information Form and Waiver of Liability*

Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by

the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Cross Reference:
Administrative Procedure 6.120-AP3, *Service Animal Access Requests*

Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. ~~Items such as these are of a personal nature and should be mailed home 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~~.

Equal Educational Opportunities and Sex Equity

Equal educational and co-curricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

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

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the Unit Office, 309.557.4400.

Cross Reference:
Board Policy 7.10, *Equal Educational Opportunities*
Board Policy 2.260, *Uniform Grievance Procedure*

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.

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.

Cross Reference:
Board Policy 8.70, *Accommodating Individuals with Disabilities*

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)

Cross Reference: Board Policy 4.165

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.

Cross Reference:
7:285, Food Allergy Management Program
7:285-AP1, Administrative Procedure ~ Implementing a Food Allergy Management Program

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.

Secure Gun Storage
The Board of Education of McLean County Unit 5 has adopted a resolution directing the Superintendent to include information in student handbooks about safe gun storage and the legal obligations regarding the secure storage of firearms. Unsecured firearms put children and staff at risk in our schools and beyond. Adults may be liable both criminally and civilly when a child gains unsupervised access to firearms which are not appropriately and securely stored. According to the Everytown for Gun Safety Support Fund, "#NotAnAccident Index," https://everytownresearch.org/maps/notanaccident/, every year, nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. That is roughly one unintentional shooting per day. More than 1,200 children die by gun suicide each year. In the overwhelming majority of these incidents, the gun used was one that belonged to someone in their home.

One study found that although 70 % of parents believe their teen cannot access the gun(s) in their home, more than one-third were contradicted by their child's report. he study also found that in households where parents said their child could not access a firearm, 21.8% of their children indicated that they could access a firearm within 5 minutes and 14.9% indicated that they could access a firearm in more than 5 minutes but less than 1 hour. Research shows that secure firearm storage practices are associated with up to an 85% reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects children in the home as well as students throughout the school district and community.

Nothing in the foregoing shall be read to establish an implied or contractual right of action for a victim of gun violence.

1. Everytown for Gun Safety Support Fund, "#NotAnAccident Index," https://everytownresearch.org/maps/notanaccident/. Analysis includes incidents that occurred between 2015 and 2019.
2. Id.
3. Johnson RM, Barber C, Azrael D, Clark DE, Hemenway D. Who are the owners of firearms used in adolescent suicides? Suicide and Life-Threatening Behavior. 2010;40(6):609-611.
4. Id.
5. Salhi C, Azrael D, Miller M. Parent and Adolescent Reports of Adolescent Access to Household Firearms in the United States. JAMA Netw Open. 2021;4(3):e210989. doi:10.1001/jamanetworkopen.2021.0989
6. Id.
7. https://everytownresearch.org/solution/responsible-gun-storage/

Section 2 - Attendance and Promotion

Attendance & Absences

Arrival and Dismissal

Morning Session: 7:45-10:15 AM
Afternoon Session: 11:45-2:15 PM
Full Day session: 7:45 AM-2:15 PM

There is no school supervision prior to the start of each session or following the dismissal times.

Leaving While School Is In Session

When a student needs to leave school early, parent(s)/guardian(s) should call the school or send a note indicating what time the child will be leaving. Students must be signed out in the office by a parent/guardian. If the student returns on the same day, he/she must be signed in by a parent/guardian in the office before returning to class.

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

Excused Absences

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

1. Illness (including up to 5 days per school year for mental or behavioral health of the student)or injury
2. Serious illness or death in the family
3. Medical or dental appointment (an appointment card or other verification from the doctor's or dentist's office may be required.)
4. Unavoidable accident or emergency
5. Observance of a religious holiday or event
6. Circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety
7. Court appearance (beyond student's control)
8. College Visit / Military Visit (with verification)
8. Attending a military honors funeral to sound "Taps" if the child is in grades 6 through 12
9. Military Family Absence *
10. Other situations beyond the control of the student as determined by the Board of Education in Board Policy 7.70

*A student will be excused for up to five (5) days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-supported postings. Students are responsible for obtaining assignments and ensuring assignment completion.

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

Unexcused Absences

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

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

Reporting Absences

Each day that a student is absent, the student's parent or guardian is required to call the school attendance line at 309.557.4460 (Brigham) or 309.557.4474 (Sugar Creek) or 309-557-4464 (Fairview) before 8:30 AM for AM students and 12:30 for PM students to explain the reason for the absence. If a call has not been made to the school by 9:45 AM/ 1:45 PM on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent or guardian cannot be contacted, the student will be required to submit a signed note from the parent or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

Tardiness

All students are expected to be in their classroom when school begins. Students who are more than 5 minutes late must be signed in at the office.

Cross Reference:
Board Policy 7.70, *Attendance and Truancy*

Prearranged Absences

Any time that parents/guardians know in advance their child will be absent from school due to family vacation or unavoidable circumstances not considered as excused, the parent/guardian must contact the Principal to request a Prearranged Absence. Please note that pre arranging an absence does not excuse absences that would otherwise be unexcused.

Chronic Absenteeism

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with (excused) and without (unexcused) valid cause, as defined in Section 26-2a of the School Code, and out-of-school suspensions for an enrolled student.

The early years are an extremely important period in a child's learning and development. Missed learning opportunities in the early years make it difficult for a child to enter kindergarten ready for success. Attendance patterns in the early years serve as predictors of chronic absenteeism and reduced educational outcomes in later school years.

The school district will collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success. The school will make every effort to inform parents of excessive student absences. However, it is the responsibility of the parent to see that their child is in regular attendance.

Students who are at risk of reaching or exceeding chronic absence levels, the school staff will attempt to identify the cause of the student's absenteeism, including interviews with the student, his or her parent/guardian, and staff members or other people who may have information. For students who are chronically absent, the school will provide supportive services, consistent with Board Policy 7.70, including parent-teacher conferences, student and/or family counseling, or information about community service agencies. The school staff may visit the family and offer the family guidance, help, and resources for avoiding chronic absenteeism and promoting regular attendance. If after conducting outreach and working with the family to get the child to school, if a wait list has been established, students with chronic absenteeism may be dropped from the program. Written notification of drop will be provided to parent/guardian. Regular attendance is essential for successful completion of school.

Release Time for Religious Instruction/Observance

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

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

Cross Reference:
Board Policy 7.80, *Release Time for Religious Instruction/Observance*

Emergency School Closings

When it is necessary for school to dismiss early or be canceled, verification will be given to the news media, as well as by a school message system, so parents will know when to expect their children home. School may be dismissed early due to weather (such as snow or excessive heat), on Staff Improvement Days or on other special days as determined by the Board of Education.

The decision to dismiss early due to inclement weather is made prior to 11:00 AM and the media will be notified at that time. It is best to tune in one of the following radio stations if you suspect that early dismissal is a possibility – WJBC 1230 AM, WBNQ 101.5 FM. This information will also be available on the District's website, www.unit5.org. Please do not call the school or Unit Office for this information.

Please arrange with your children what they are to do in case of early dismissal. It is difficult for last minute arrangements to be made for students.

All school functions are canceled when school is dismissed early.

Cross Reference:
Board Policy 4.170, *Safety*

Grading & Promotion

Progress Reporting

Early Learning Progress reports are issued to students three times per year (November, February, May). For questions regarding progress monitoring, please contact the classroom teacher.

If the student turns five (5) on or before September 1 of the upcoming school year he/she is age eligible for kindergarten and is not eligible for the early learning program.

Section 3 – Food Program

The early learning program participates in the National School Lunch Program and receives Federal funds to provide healthy meals (breakfast and lunch) to all of the enrolled children. The amount of reimbursement the program receives is based on the information you provide on the Household Eligibility Application which is provided during registration. Part of the USDA requirement is to complete the application. The information will be kept confidential and only available to staff directly connected with administering the NSLP.

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.

Section 4 - Transportation and Parking

Bus Transportation

The district provides bus transportation to and from school for all early learning students living within district boundaries. Early Learning buses also have a bus monitor in addition to the driver.

The early learning program provides free transportation services and vehicle adaptation for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with the McKinney-Vento Homeless Assistance Act.

For questions regarding school transportation issues, contact the transportation call center at 309.557.4287 (557-4BUS).

Bus Service

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

Bus Conduct

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

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

Prohibited Bus Conduct

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

- Prohibited student conduct as defined in Board Policy 7.190, *Student Behavior*.
- Willful injury or threat of injury to a bus driver or to another rider.
- Willful and/or repeated defacement of the bus.
- Repeated use of profanity.
- Repeated willful disobedience of the bus driver's or other supervisor's directives.
- Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants. bus.

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

- Students must scan their Bus ID when they board the bus and when they exit the bus
- Choose a seat and sit in it immediately upon entering the bus.
- Do not stand in the entrance or in the aisle.
- Do not move from one seat to another while on the bus.
- Keep all parts of the body and all objects inside the bus.
- Loud conversation, singing, boisterous conduct, unnecessary noise or profanity is not allowed.
- Enter and exit the bus only when the bus is fully stopped.
- All school rules apply while on the bus, at a bus stop, or waiting for the bus.
- Use emergency door only in an emergency.
- In the event of emergency, stay on the bus and await instructions from the bus driver.
- Good behavior and behavior that will not distract the bus driver from operating the bus safely is required.
- Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
- Do not open windows.
- Keep the bus neat and clean.
- Athletic footwear equipped with cleats or spikes are not allowed on the bus.
- Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
- Be waiting at your bus stop on time.
- Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
- Keep book bags, books, packages, coats, and other objects out of the aisles.
- Keep all body parts clear of the aisles when seated.
- Eating is not permitted on the bus.
- Parents will be liable for any defacing or damage students do to the bus.

- Instructions for crossing the road must be followed to the smallest detail at all times.
- Cross at least ten feet in front of the bus and then cross the street when the driver signals.
- While unloading, allow the closest to the front off first.
- Move away from the bus door quickly after unloading. Stay clear of the rear wheels.
- Never walk behind the bus.
- No headphones, food, drink, or candy.
- No talking when the bus comes to a railroad crossing, so the driver can hear any approaching trains.
- Do not talk to the driver unless it is an emergency.

Students may be suspended from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct. If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the student may be suspended 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.

Bus Discipline

The driver may report students who refuse to follow the bus behavior rules or maintain appropriate behavior to the school office for disciplinary action.

Generally, the following procedures will be used in disciplining a rider:

- **On the first offense**, the teacher will speak with the student to address the reported incident.
- **On the second offense**, the Principal will meet with the student to address the reported incident. A copy of the bus report will be sent home.
- **On the third offense**, the Principal will meet with the student to address the reported incident and the parents will be telephoned. The result of this telephone conference may be suspension from riding the bus for up to 3 days. A copy of the bus report will be sent home.
- **On the fourth offense**, the Principal will meet with the student to address the reported incident and the parents will be telephoned. The parents may be required to come to the school office for a conference. The student may be suspended from the bus for up to 5 days. A copy of the bus report will be given to the parents.
- **On the fifth offense**, the Principal will meet with the student to address the reported incident, and the parents telephoned. The student may be suspended from the bus for up to ten days. A copy of the bus report will be sent to the parents.

Any further reports may result in an immediate bus suspension and referral for possible suspension from the bus for the remainder of the school year. Bus riding is a privilege that may be revoked.

Private Transportation

Students may accept private transportation to or from school only as arranged by their custodial parents. Parents may call the office regarding transportation arrangements with anyone other than an appropriate family member or a Unit 5 school bus.

Use of Video Cameras on School Buses

Video cameras may be used on school buses as necessary in order to monitor conduct and maintain a safe environment

for students and employees. The content of the videotapes are student records and are subject to District policy and procedure concerning school student records. Only those people with a legitimate educational or administrative purpose may view the videotapes. In most instances, individuals with a legitimate educational or administrative purpose will be the superintendent, principal, transportation director, bus driver, and sponsor, coach, or other supervisor. If the content of a videotape becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Cross Reference:
Administrative Procedure 7.220-AP1, *Electronic Recordings on School Buses*

Bicycles

When accompanied by an adult, riding bicycles to and from school is permitted. Ride safely by observing the following practices:

- Obey all traffic signs and regulations.
- Stay to the right.
- Ride single file.
- Yield to motor vehicles and pedestrians.
- Signal your intentions.
- Do not ride near vehicles parked in the parking lot**.**

Pedestrians

Students are expected to use sidewalks wherever available and to observe safety precautions when crossing streets.

Field Trips

The children may occasionally take field trips to enrich their language and provide new experiences. All field trips not within walking distance of the school are taken on a bus. Parents will be notified in advance of the trip.

Parking

The school has many locations available for school visitor parking.
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.

Cross Reference:
Board Policy 4.110, *Transportation*
Administrative Procedure 4.170-AP3, *School Bus Safety Rules*
Board Policy 7.220, *Bus Conduct*
Administrative Procedure 7.220-AP1, *Electronic Recordings on School Buses*

Section 5- Health and Safety

Immunization, Health, Eye and Dental Examinations

School Nurse

The primary function of the school nurse is to promote student health and safety and maintain student records. All elementary Certified School Nurses are assigned to multiple schools. If a student becomes ill or injured at school when the nurse is not present, another school official will provide care. Please contact the school nurse at your child's school any time you have questions or concerns.

This handbook is not intended to be all inclusive. Students will be excluded from school for any health condition that in the professional, clinical judgment of the Certified School Nurse places that student or others in the school community at a health or safety risk. Certified School Nurses utilize Evidence Based Practice and collaboration with healthcare professionals and organizations to make decisions best for the students and school community.

Health Information

Health information gathered through screening registration forms, physical exams, oral/written communication by a health care provider or parent/guardian may be shared by the certified school nurse with those individuals (i.e. teachers or other school personnel) who have an educational interest in enhancing the health and safety of the student. This information may be shared via written or electronic communication or by direct personal contact. If you do not wish this information to be shared, please send a written request to the school office by the end of the first week of attendance.

Emergency Numbers

Emergency information will be maintained for all students and should be filled out during the registration process. It is important to have the name and phone number of a person other than the parent/guardian to call in case of a school emergency when parents cannot be reached. Please contact your school office if any changes in this emergency information occur during the school year.

Illness or Accidents at School

All accidents and illnesses which occur at school or at a school function are to be reported to the office. If they are considered serious or if the accident or illness remains in question to the school nurse or office staff, parents will be notified.

The Illinois General Assembly does not require school districts to carry student accident insurance. If a student is injured at school or during a school activity, the parent/guardian's health insurance company should be contacted for coverage.

Additionally, the State of Illinois All Kids health insurance program is available to all children in the state regardless of income level. This program provides health insurance for children, which includes accident insurance. Information about the All Kids program can be found at www.illinois.gov/hfs/medicalprograms/allkids

Student Concussions and Head Injuries

If a student sustains a physician-diagnosed concussion, either during school hours or outside of school, parents are requested to notify the school. If a student's parent/guardian is requesting academic accommodations after a concussion, the Unit 5 Concussion Staging Form must be completed by the student's physician (elementary, junior high, high school) or athletic trainer (high school only) and submitted to the school nurse.

A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be removed from participation or competition at that time. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with the Unit 5 Concussion Staging Document, signed by the student, the student's parent/guardian, and the student's physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

School Insurance

A low cost accident policy is offered to all students. While the schools have no obligation in case of an accident, the District is glad to cooperate with the agency and offer this limited, yet liberal policy for your consideration. Briefly, students may be insured for the school year for the accidents, which occur while engaged in any school-sponsored activity or between home and school. Enrollment information and claim forms for the collection of insurance payments due to accidents may be obtained in the school offices.

Physicals and Immunizations

ILLINOIS LAW REQUIRES that all students entering an early child-hood program, kindergarten, sixth or ninth grades, or transferring from out of state have a physical examination within one calendar year **PRIOR** to the date of entry. The examination must be reported on the Illinois DHS-Certificate of Child Health Examination form & include a complete immunization record and medical history. Students transferring from another Illinois school must present copies of their current Illinois school health records.

Section 27-8.1 of the Illinois School Code states: "If a child does not comply then the **LOCAL SCHOOL AUTHORITY SHALL EXCLUDE THAT CHILD FROM SCHOOL** until such time as the child presents proof of having had either the health examination or those required immunizations which are medically possible to receive immediately."

All students entering ECE, Pre-K, Kindergarten, 6th grade, and 9th grade must submit a current physical exam and complete immunization record by the FIRST DAY OF SCHOOL. Children without physicals and immunizations will NOT be allowed to start school until the school nurse receives the records. NO appointment cards will be accepted.

I understand that if my student will be entering a pre-kindergarten program (for the first time), kindergarten, sixth, or ninth grade, that I must show proof that (s)he has received a new physical exam on the IL-DHS physical exam form BEFORE THE FIRST DAY OF SCHOOL. *Sports physicals are NOT accepted for this requirement.* Immunizations are *also* required BEFORE THE FIRST DAY OF SCHOOL for several grades; check with your healthcare provider for details. It is strongly recommended that you turn in these requirements by the walk in registration date each year either in person or by mailing it to the school.

Parents or guardians who object to health examination or immunizations on religious grounds must present an Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations Form found at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf

The form must be signed by the child's parent or legal guardian, **AND** the child's health care provider responsible for performing the child's health examination. If a child cannot be fully immunized because of health reasons (medical contraindication), the physician must state this fact on the health examination certificate.

In the event of a diagnosed case of a communicable disease the school nurse will consult with the McLean County Health Department to determine the need to exclude students not protected by immunizations, utilizing the most current Illinois Department Public Health Rules and Regulations.

The following immunizations are required by the State of Illinois for children in grades Pre-K through 12. The specific requirements for each are determined in Section 665.240 (Basic Immunization) and Section 665.250 (Proof of Immunity) of Title 77 of the Illinois Administrative Code.

1. DPT/DTap/Tdap
2. OPV/IPV
3. Measles/Mumps/Rubella (MMR)
4. Varicella
5. Hepatitis B (required for early learning programs and 6th grades and up)
6. Hib (required for early learning programs)
7. Pneumococcal (required for early learning programs)
8. Meningococcal (required for 6th-8th grades and 12th grade)

Dental Exams

Public Act 93-946 requires all Illinois children in **kindergarten, second, and sixth grades** to have an oral health exam. Each child shall present proof of exam by a dentist prior to **May 15** of the school year.

Vision Exams

Illinois law requires all children in **kindergarten** or **enrolling for the first time in an Illinois school** to have an eye examination completed by an eye doctor. Each child shall present proof of exam by an eye doctor prior to the **first day of the school year**.

Exemptions

A student will be exempted from the above requirements for:

1. Religious grounds if the student's parent/guardian presents to the building principal an Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations Form found at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf
2. The form must be signed by the child's parent or legal guardian, **AND** the child's health care provider responsible for performing the child's health examination.
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.

Cross Reference:
Board Policy 7.100, *Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students*

Vision and Hearing Screenings

Vision and hearing screenings will be conducted at state-mandated grade levels. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo the mandated vision screening IF a report of an eye examination within the last 12 months by an optometrist is on file at the school. The vision examination report must be completed and signed by the optometrist. This section of the student handbook constitutes notice to parents and guardians of students in the grades mandated for vision and hearing screenings. Vision and hearing screenings will be conducted for all students in the mandated grades unless the parent provides a written request that the student not be screened, or, in the case of vision screening, provides a current eye examination report.

Communicable Diseases

For everyone's protection, sick children must be at home, not at school. When reporting the student's absence, please report the reason for the child's absence. The school needs to be informed of any student having a special health problem or communicable disease. Children with the following conditions should not be in school:

- A **fever** within the last 24 hours of 100° F or higher
- Vomiting or diarrhea within the last 24 hours
- A frequent or disruptive cough or other signs of an acute **respiratory infection**
- Any **contagious illness** such as "strep throat" that requires antibiotic therapy. Once a student has been **fever free and on antibiotics for at least 24 hours free without the use of fever-reducing medications,** he/she may return to school.
- Any **undiagnosed skin rash**. A student with a rash may attend school upon presenting a **physician's note** stating the rash is not contagious.
- Pronounced **lethargy or fatigue** that interferes with participation in learning activities.
- Any other health condition that in the professional, clinical judgment of the School Nurse places that student or others in the school community at a health or safety risk. In the absence of the Certified School Nurse, this determination may be made by the building principal or his/her designee.
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Care of Students with Chronic Health Conditions

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses like Diabetes 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.

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. 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.

It is the parent/guardian's responsibility to inform the School Nurse or Principal of their child's health concern. The School Nurse will then work with the family, the student, the student's physician and the classroom teacher to develop a Plan of Action. It is the parent's responsibility to ensure that The Plan and all medication and procedure forms (if needed) are completed and signed by the physician and parent before they will be implemented. Please contact your School Nurse for further information.

Treats and Snacks

Due to health concerns, allergies and scheduling, snacks for any occasion must be arranged in advance with the classroom teacher other than students in the full day preschool program. Full day students will be served a snack in the afternoon. All snacks must be store bought. No homemade snacks are allowed at school. Snacks are not to require refrigeration and must have a clearly printed label. We strongly encourage you to select a snack with nutritional value, such as fresh fruits and vegetables. Birthday recognitions cannot include food items. The decision will be left up to each school as to how they would like to recognize a student's birthday, but it cannot include food items.

Cross Reference:
Board Policy 7.285, *Food Allergy Management Program*
Administrative Procedure 7.285-AP1, *Implementing a Food Allergy Management Program*
Exhibit 7.285-E1, *Food Allergy Awareness*
Board Policy 6.50, School Wellness

Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

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

Bed Bugs

The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the adverse health effects of bed bugs and spread of disease. Policy #7.250-AP1 Administrative Procedure - Bed Bug Protocol will be followed to provide a healthy, pest-free environment.

Physical Education/ Participation

Students who have restrictions for participation in physical education due to medical prohibitions beyond three days must present documentation from the physician, signed and dated, stating the restriction and length of time it is to be in effect. A parent note is sufficient for 3 days of exemption from PE. An excuse may also be based on religious prohibitions. 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.

Medication at School

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed healthcare 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 and healthcare provider with prescriptive authority must complete a *School Medication Authorization Form* requesting that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

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~~Except when the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen®, an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid-related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician, no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* is submitted by the student's parent/guardian. Teachers and other non-administrative school employees, except nurses, shall not be required to administer medication to students. However, provided a *School Medication Authorization Form* has been completed and signed by the student's parent/guardian and healthcare provider with prescriptive authority, teachers and other non-administrative school employees may dispense medication to students, administer medication to students, or supervise a student's self-administration of prescription or non-prescription medication as provided in Board Policy 7.270; and coaches and sponsors of school-related activities may be required to dispense and supervise a student's self-administration of medication.¶~~

Except when: (1) the school nurse or a delegated school employee administers or supervises a student's self-administration of limited over-the-counter medications; or (2) the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen ® , an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a

standing protocol from a licensed physician; no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. A parent/guardian may opt-out from the administration by or supervision of a student's self-administration by the school nurse or delegated school employee of limited over-the-counter medications during online registration or by completing Exhibit 7.270-E9, Parent/Guardian Opt-Out from Administration or Self-Administration of Limited Over-the-Counter Medications.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in Board Policy 7.270 and its implementing procedures.

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

School District Supply of Undesignated Limited Over-the-Counter Medication

The Superintendent or designee may maintain a supply of undesignated limited over-the-counter medications in the name of the District and provide or administer them as necessary consistent with Policy 7.270. This may include but is not limited to: normal saline skin cleanser, Lubriderm lotion, anti-itch cream, eye irritation relief drops, contact solution, orajel, antibiotic ointment, first aid and burn cream, and numbing wipes.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector and/or asthma medication prescribed for use at the student's discretion. A student may self-administer other medication, including medication required under a qualifying plan, dispensed by a delegated school employee, provided the student's parent/guardian and healthcare provider with prescriptive authority has completed and signed a *School Medication Authorization Form*. A student's self-administration of medication other than an epinephrine injector or asthma medication must be under the direct supervision of a delegated school employee. A qualifying plan means: (1) an asthma action plan; (2) an Individual Health Care Action Plan; (3) an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form; (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

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

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to- moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

School District Supply of Undesignated Glucagon

The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a parent/guardian of a student who is a minor or any other individual who is at least 21 years of age to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer a medical cannabis infused product to a student.

A designated caregiver is allowed to administer a medical cannabis infused product to a child who is a student on the premises of 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, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

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

State law does not require school personnel to administer medical cannabis to students. Trained school nurses and administrators are allowed, but not required, to administer a medical cannabis infused product to a student who is a registered qualifying patient. Prior to the administration of a medical cannabis infused product under subsection, a school nurse or school administrator must annually complete training curriculum developed by the State Board of Education, in consultation with the Department of Public Health, on the administration of medical cannabis infused products and must submit to the school's administration proof of its completion.

A trained school nurse or administrator is allowed to administer a medical cannabis infused product to a child who is a student while on school premises, at a school-sponsored activity, or before or after normal school activities, including while the student is in before-school or after-school care on school-operated property or while the student is being transported on a school bus if:

1. The student possesses a valid registry identification card issued by IDPH;
2. A copy of the registry identification card is provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

The written authorization and a copy of the registry identification card(s) must be kept on file in the office of the school nurse. Medical cannabis infused products must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator.

Medical cannabis infused 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.

Discipline of a student for being administered a product by a designated caregiver pursuant to this Board Policy 7.270 is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The School District Supply of Undesignated Asthma Medication section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

This School District Supply of Undesignated Epinephrine Injectors section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The School District Supply of Undesignated Opioid Antagonists section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

The School District Supply of Undesignated Glucagon section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber; or (2) fill the District's prescription for undesignated school glucagon.

The Administration of Medical Cannabis section of Board Policy 7.270 and this Handbook is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) will ensure all notifications required by State law and administrative procedures occur.

Disclaimers

Upon implementation of Board Policy 7.270, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation parent(s)/guardian(s) of students, should rely on the District for the availability of undesignated medications. Board Policy 7.270 and this Handbook do not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications.

Cross Reference:
Board Policy 7.270, *Administering Medicines to Students*
Administrative Procedure 7.270-AP1, *Dispensing Medication*
Exhibit 7.270-E1, *School Medication Authorization Form*

Disability Assistance

Persons with a disability of either a temporary or permanent nature may receive help by request through the nurse, counselors, or administrators.

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, one (1) severe weather (shelter-in-place) drill, one (1) law enforcement lockdown drill to address a school shooting incident, and 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 the students.

Cross Reference:
Board Policy 4.170, *Safety*
Administrative Procedure 4.170-AP1, *Comprehensive Safety and Crisis Program*

Reunification Site

In the event a relocation from school and a student-parent reunification is necessary, the following are designated as the reunification sites for the following early learning schools:

School	Reunification Site
Brigham	Eastview Christian Church
Fairview	Eastview Christian Church
Sugar Creek	Eastview Christian Church

Building Security

For the safety of our students, Unit 5 has adopted a closed-building concept. All exterior doors are locked. All visitors to the building are required to check into the office to report their purpose for being in the school. Visitors will be given an appropriate ID Badge to wear during their stay. We encourage everyone to cooperate in providing a safe learning environment for the children.

Section 6-Discipline and Conduct

General Building Conduct

Students enrolled in the Unit 5 schools shall conduct themselves in a mature manner, acting with due regard for the supervisory authority vested by the Board of Education in district employees. Good self-discipline is positive and encourages the student to exercise his/her individual rights, within established guidelines, and to respect the rights and welfare of others.

Education proceeds effectively with appropriate and consistent discipline. Teachers and other certified employees shall maintain discipline in the schools. In all matters relating to the conduct and discipline of the students, they stand in the relationship of parents and guardians to the students. They shall exercise such control over students as would be exercised by a kind, firm, and judicious parent. This relationship shall extend to all activities connected with the school program and may be exercised at any time for the safety and supervision of the students.

When a certified employee acts to help a student conduct himself properly, emphasis shall be placed upon the growth of the student toward self-discipline. A progressive form of discipline, tempered by the conditions and circumstances of the offense, shall be followed. Unit 5 does not permit the use of corporal punishment as a means of disciplining students. A teacher is granted the right to remove a student from the classroom for disruptive behavior. Physical contact or restraint may be appropriate when a teacher or other supervisor is required to employ it in self-defense, for the safety of students, or to help maintain control. In all instances necessitating disciplinary action, due process will be afforded the student as outlined in the Illinois School Code, 105 ILCS 5/10-22.6.

Any student who is disobedient or insubordinate or who gives evidence of inappropriate behavior may be suspended, not to exceed ten days, by the Principal. Such suspension will be reported immediately to the Superintendent and the student's parents or guardians, along with a full statement of the reasons for such suspension. The parents or guardians of the suspended student shall be informed of the due process procedures and of their right to have a review of the suspension by the Board of Education. The Principal shall inform the Superintendent if the parents or guardians wish to request or waive the review.

A student may be expelled only by the Board of Education on recommendation of the Superintendent for gross disobedience or misconduct. Expulsion shall take place only after the parents or guardians have been requested to appear with a hearing officer to discuss their child's behavior. Such request shall be made by registered or certified mail and shall state the time, place, and purpose of the meeting. If the Board's decision is to expel the student, the reasons for dismissal and the date on which the expulsion is to become effective will be stated.

School personnel may order the removal of a child with a disability (IEP) from the child's current placement for not more than ten consecutive school days for any violation of school rules, and additional removal of not more than ten consecutive school days in the same school year for separate incidents of misconduct. The parents or guardians of the special education student are afforded all rights and privileges to have a hearing pertaining to either the decision about the relationship of the behavior to the suspension and expulsion itself.

The discipline policy of Unit 5 has been formulated by the Board with input from teachers, parents, and administrators. The policy is subject to an annual review.

General Expectations

- 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 portable listening devices, electronic devices or cameras are permitted without permission from the principal

Student Behavior Philosophy

In support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in all school related settings.
It is the shared responsibility of schools, families and communities to achieve this by teaching, recognizing and reinforcing appropriate behavior. To the greatest extent possible the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances.
Parents/guardians are encouraged to review District expectations with their student(s) at the beginning of each school year.

Student Behavior

The goals and objectives of Board Policy 7.190, Student Behavior are to provide effective discipline practices that:

(1) Ensure the safety and dignity of students and staff;
(2) Maintain a positive, weapons-free and drug-free learning environment;
(3) Keep school property and the property of others secure;
(4) Address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and
(5) Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct. Parents/guardians should review Board Policy 7.190, Student Behavior, for a complete list of prohibited student conduct, which includes, but is not limited to:

1. Using, possessing, controlling, or transferring a "weapon", as that term is defined in the *Weapons* section of this policy, or a look-alike weapon, or violating the *Weapons* section of this policy.

2. Using or possessing an electronic mobile device including but not limited to mobile (i.e. cellular/smart) phone, video recording device, personal digital assistant (PDA), iPod, mp3 player, laptop, netbook, iPad, tablet, or other similar electronic device in any manner that disrupts the educational environment or violates the rights of others.

   Students are allowed to possess and use electronic mobile devices in school, provided they do not cause a disruption, and are not used, seen or heard during instructional time unless:
   (a) The supervising teacher grants permission;
   (b) Use of the device is provided in a student's IEP; or
   (c) It is needed in an emergency that threatens the safety of students, staff, or other individuals.

3. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

4. 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.

5. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

6. Taking or relocating school or personal property without permission. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.

7. Entering school property or a school facility without proper authorization.

8. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, a school bus, or at any school activity.

9. Engaging in any activity, on or off campus, that: interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

Efforts, including the use of positive interventions, supports and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose a disciplinary consequence.

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.

Disciplinary Measures

Where practicable and reasonable, school officials will consider forms of non-exclusionary discipline before using transitioning. Disciplinary measures may include, without limitation, any of the following:

1. Notifying parent/guardian.
2. Disciplinary conference.
3. Withholding of privileges.
4. Return of property or restitution for lost, stolen, or damaged property.
5. Detention provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
6. Community service with local public and nonprofit agencies that enhances community efforts to meet human, education, environmental, or public safety needs. The District will not provide transportation. School administration may use this option as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
7. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this handbook or school disciplinary rules.
8. Planned transition to another program.
9. Temporary removal from attendance in a group setting

No early childhood student may be expelled. Planned transitions to settings that are able to better meet a child's needs are not considered an expulsion.

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 transitioning a student to another program because behavioral interventions, other than a suspension or transition to another program 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 transition to another program.

Cross Reference:
7.190, *Student Behavior*

Transition to Another Program

When persistent and serious challenging behaviors emerge, the early childhood program shall document steps taken to ensure that the child can participate safely in the program; including observations of initial and ongoing challenging behaviors, strategies for remediation and intervention plans to address the behaviors, and communication with the parent or legal guardian, including participation of the parent or legal guardian in planning and decision-making.

The early childhood program shall, with parental or legal guardian consent as required, utilize a range of community resources, if available and deemed necessary, including, but not limited to, developmental screenings, referrals under the Individual with Disabilities Education Act, and consultation with infant and early childhood mental health consultants and the child's health care provider. The program shall document attempts to engage these resources, including parent or legal guardian participation and consent attempted and obtained. Communication with the parent or legal guardian shall take place in a culturally and linguistically competent manner.

If there is documented evidence that all available interventions and supports recommended by a qualified professional have been exhausted and the program determines in its professional judgment that transitioning a child to another program is necessary for the well-being of the child or his or her peers and staff, with parent or legal guardian permission, both the current and pending programs shall create a transition plan designed to ensure continuity of services and the comprehensive development of the child. Communication with families shall occur in a culturally and linguistically competent manner.

Temporary Removal from Attendance in a Group Setting

In the case of the determination of a serious safety threat to a child or others, or if the student is determined to have brought a firearm, 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 “lookalikes” of any firearm to school, any school- sponsored activity or event, or any activity or event that bears a reasonable relationship to school, the temporary removal of a child from attendance in group settings may be used. Temporary removal of a child from attendance in a group setting shall trigger the process detailed in this section, with the child placed back in a group setting as quickly as possible.

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

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

Weapons

A student, who uses, possesses, controls, or transfers one of the following weapons at school, on school grounds, on a school bus, at any school-sponsored activity or event, or at any activity or event that bears a reasonable relationship to school, shall be expelled for at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code

(18 U.S.C.§ 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
2. Ammunition;
3. A knife, billy club, brass knuckles, or other knuckle weapon regardless of its composition;
4. A look-alike firearm;
5. Any other object if used or attempted to be used to cause bodily harm.

Students should report suspected possession or use of such items to any counselor, teacher, or administrator. Arrangements to bring such items to school for classroom demonstrations must be made in advance with one of the Assistant Principals.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent or designee, and the Superintendent or designee's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

Required Notices

A school staff member shall immediately notify the office or the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1,000 feet of the school, as well as school property itself.

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.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Associate Principal and Assistant Principal are authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 days for safety reasons.

Student Handbook

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

A student handbook, including the District's student disciplinary philosophy, disciplinary policies and rules, shall be distributed to the students' parent/guardian within 15 days of the beginning of the school year or a student's enrollment.

Cross Reference:
Board Policy 7.190, *Student Behavior*
Administrative Procedure 7.190-AP2, *Gang Activity Prohibited*

Academic Dishonesty

Any student who knowingly participates in behavior that results in academic dishonesty will be subject to consequences.

The use of computer translators, electronic tampering or other misuse of computer technology in the academic setting, and any form of plagiarism, will be considered academic dishonesty.

Academic dishonesty may result in reduction of grade, loss of credit and/or other appropriate consequences.

Any student engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or emerging technologies ***(including but not limited to generative artificial intelligence technology)*** in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores will be subject to consequences, including possible reduction of grade, loss of credit and/or other appropriate consequences.

First Offense will be addressed by the classroom teacher, and the appropriate assistant principal will be notified. Subsequent offenses will be referred to the appropriate assistant principal, and consequences issued.

Suspension and/or dismissal from co-curricular activities are realistic consequences. In addition, any stipulations outlined by sponsors of such activities will be seriously considered in the disposition of each case.

Fighting

Fighting presents a substantial threat to both personal safety and reasonable order within the school and will not be tolerated. A fight will be defined as "two or more individuals involved in aggressive physical contact with one another." Students need to avoid a physical confrontation at all costs. If this situation is present, students must walk away and report to an adult immediately. Students involved in a first incident of fighting will be subject to suspension from school. Fights may be reported to appropriate law enforcement agencies. Subsequent incidents will result in a suspension of up to ten days and a possible recommendation for expulsion from school.

Vandalism/Damage to Property

Students will be held responsible for damaging or defacing school property or the property of others in any way. Students will pay appropriate restitution for the repair, clean up, or replacement of affected property and will be subject to other disciplinary action as deemed appropriate by the school administration. The offender may be reported to appropriate law enforcement agencies.

Prevention of and Response to Bullying, Intimidation, and Harassment

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

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the *School Code* (105 ILCS 5/27-23.7)

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-2.

1. The District uses the definition of *bullying* as provided in this policy.

2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager, building Principal, nondiscrimination coordinator, 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.

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

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parents/guardians of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

   a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

   b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

   c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.

   d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs

7. 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.

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

9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification or areas of a school where bullying occurs;
    d. The types of bullying utilized; and
    e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the *Board policies*, including without limitation, the following:
    a. *2.260* ~ A student may use this policy to complain about bullying.
    b. *6.60* ~ Bullying prevention and character instruction is provided in all grades in accordance with State law.
    c. *6.65* ~ Student social and emotional development is incorporated in the District's educational program as required by State law.
    d. *6.235* ~ This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
    e. *7.20* ~ This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic (the list of characteristics in 7.20 is the same as the list in this policy).
    f. *7.185* ~ This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
    g. *7.190* ~ This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

h. *7.310* ~ This policy prohibits students from, and provides consequences for: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Cross-References:

Board Policy 2.260, *Uniform Grievance Procedure*
Board Policy 7.20, *Harassment of Students Prohibited*
Board Policy 7.180, *Preventing Bullying, Intimidation, and Harassment*
Board Policy 7.190, *Student Behavior*

Sexual Harassment Prohibited

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

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

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

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 affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

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 under this policy will be processed under Board Policy 2.260, 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 Ill. 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/aboutus/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 caseby-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 Board Policy 7.190, Student Behavior.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2.260, Uniform Grievance Procedure).

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

Cross Reference Board Policy 2.270

Making a Complaint, Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Associate Principal, Assistant Principal, or a Complaint Manager, or anonymously via the District's *Bullying Hotline* (phone number is located on the District's website and in the *Parent/Student Handbook*). A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Associate Principal, or Assistant Principal, for appropriate action.

Contact the District Office for the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Complaint Manager:	Name:	M. Curt Richardson
and	Address:	1809 West Hovey Ave; Normal IL 61761
Nondiscrimination	Email:	richardmc@unit5.org
Coordinator:	Telephone:	(309) 557-4082

Complaint Manager:

Name: Dayna Brown
Address: 1809 West Hovey Ave; Normal IL 61761
Email: brownda@unit5.org
Telephone: (309) 557-4032

The Superintendent or designee shall use reasonable measures to inform staff members and students of this policy, such as, by including this policy in appropriate handbooks.

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 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 discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Cross Reference:

Board Policy 2.260, *Uniform Grievance Procedure*
Board Policy 7.20, *Harassment of Students Prohibited*
Board Policy 7.180, *Preventing Bullying, Intimidation, and Harassment*
Board Policy 7.190, *Student Behavior*

Section 7-Internet, Technology, Publications

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:

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.

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 suspect 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.

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.
D. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
E. 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.

Receipt and Acknowledgement of the Student Acceptable Use of Electronic Networks procedure is required before access to Electronic Networks is granted. Elementary students and their parents/guardians must initial next to the Acceptable Use statement as well as sign the receipt and acknowledgement section of the Early Learning Handbook before students will be granted access.

Cross Reference:

Board Policy 6.235, *Access to Electronic Networks*
Administrative Procedures 6.235-AP1 *Student Acceptable Use of Electronic Networks*
Exhibit 6.235-E2 *Student Authorization of Acceptable Use of Electronic Networks*

Annual Notice to Parents about Educational Technology

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

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed,

marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the 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

Section 8-Search and Seizure

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 resource officers.

Access to Student Social Networking Passwords & Websites

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student’s account on a social networking website that violates the school’s disciplinary rules or school district policy. 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 authorities officials may not request or require a student or his or her parent or guardian to provide a password or other related account information in order to gain access to the student’s account or profile on a social networking website if school authorities have reasonable cause to believe that a student’s account on a social networking website contains evidence that a student has violated a school disciplinary rule or procedure.

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

Students

School authorities may search a student and/or the student’s personal effects in the student’s possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district’s 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.

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.

Cross Reference:
Board Policy 7.140, *Search and Seizure*

Section 9- Special Education

<u>Education of Children with Disabilities</u>

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 Improvement Act are identified, evaluated and provided with appropriate educational services.

The district provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the district. 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 district 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 or district special education 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: Carrie Chapman, Director of Special Education: 557.4400

Cross Reference:
Board Policy 6.120, *Education of Children with Disabilities*

Discipline of Students with Disabilities

The school will comply with the Individuals with Disabilities Education Act (IDEA) when disciplining a child with a disability as defined under IDEA. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No child with a disability shall be expelled if the child'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.

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.

Cross Reference:
Board Policy 7.230, *Misconduct by Students with Disabilities*

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 Principal.

Cross Reference:
Board Policy 6.120, *Education of Children with Disabilities*
Exhibit 6.120-AP2,E1 *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*

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 upon request and at any other time upon request.

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

PUNS (Prioritization of Urgency of Need for Services)

Database Information for 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:

Carrie Chapman, Director of Special Education: 557.4400

Section 10 - Student Records, Privacy

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 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 inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Cross References:

Board Policy 7.15, *Student and Family Privacy Rights*

Exhibit 7.15-E1, *Notification to Parents of Family Privacy Rights*

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.

Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy. Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

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.

Cross Reference:
Board Policy 7.15, *Student and Family Privacy Rights*
Exhibit 7.15-E1, *Notification to Parents of Family Privacy Rights*

Student Records

Definition

A school student record is any writing or other recorded information concerning a student and by which a student may be individually identified, maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored.

A school record does not include any of the following:

1. Writings or other recorded information maintained by an employee for his or her exclusive use, provided they are destroyed not later than the student's graduations or permanent withdrawal, and are not released or disclosed to any other person except a substitute teacher ILCS 105 ILCS 10/2(d)
2. Information maintained by law enforcement professionals working in the school 105 ILCS 10/2(d)

Categories of School Student Records

The district maintains permanent records and temporary records for each student. Student permanent records are maintained for not less than 60 years and student temporary records are maintained for not less than 5 years after a student has transferred, graduated or otherwise permanently withdrawn.

A student's permanent record contains the following information:

1. Basic identifying information;
2. Academic transcript;
3. Attendance record;
4. Accident reports and health record;
5. Record of release of permanent record information;
6. High school State assessment test scores;

And may also consist of:

7. Honors and awards received; and
8. Participation in extracurricular activities or athletics.

A student's temporary record contains the following information:

1. A record of release of temporary record information;
2. Elementary State assessment test scores;
3. Completed home language survey form;
4. Information regarding serious infractions that resulted in discipline; and any biometric information that is collected;
5. Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act;

And may also consist of:

6. Family background information;
7. Intelligence test scores, group and individual;
8. Aptitude test scores;
9. Reports of psychological evaluations;
10. Elementary and secondary achievement level test results;
11. Participation in extracurricular activities or athletics;
12. Honors and awards received;
13. Teacher anecdotal records;
14. Other disciplinary information;
15. Special education files;
16. Any verified reports or information from non-educational persons, agencies or organizations; and
17. Other verified information of clear relevance to the education of the student.

Inspection and Access

A parent or any person specifically designated as a representative by a parent has the right to inspect and copy all school student permanent and temporary records of that parent's child. A student shall have the right to inspect and copy his or her school student permanent record. Costs for copies of school student records or any portion thereof shall be $.15 per page, provided, however, no parent or student shall be denied a copy of school student records due to inability to bear the cost of such copying.

No person who is prohibited by an order of protection from inspecting or obtaining school records of a student pursuant to the Illinois Domestic Violence Act of 1986 shall have any right of access to, or inspection of, the school records of that student. The district may prohibit a parent’s or student’s access to confidential letters and statements of recommendation furnished in connection with applications for employment to a post-secondary educational institution or the receipt of an honor or honorary recognition.

A parent or student request to inspect and copy records must be granted within a reasonable time, and in no case later than 15 school days after the date of receipt of such request.

Confidentiality

School student records are confidential and information contained therein will not be released other than as provided by law. No school student records or information contained therein may be released, transferred, disclosed or otherwise disseminated, except as follows:

1. To a parent, student, or authorized representative;
2. To an employee of the district with current demonstrable educational or administrative interest in the student, in furtherance of such interest;
3. To the official records custodian of another school in which the student has enrolled, or intends to enroll, upon the request of such official or student;
4. To any person for the purpose of research, statistical reporting, or planning;
5. Pursuant to a court order;
6. To any person as specifically required by State or federal law;
   6.5 To juvenile authorities when necessary for the discharge of their official duties;
7. To appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of the student or other persons;
8. To any person, with the prior specific dated written consent of the parent;
9. To a governmental agency in furtherance of an investigation of a student's school attendance;
10. To committee members who fall within the meaning of “state and local officials and authorities” for the

purposes of identifying serious habitual juvenile offenders and matching those offenders with community resources; or

11. To the Department of Healthcare and Family Services in furtherance of the requirements of Section 2-3.131, 3-14.29, 10-28, or 34-18.26 of the School Code or Section 10 of the School Breakfast and Lunch Program Act.
12. To the Illinois State Board of Education or another State government agency in order to audit federal and State programs or perform research and planning.

Information may not be released pursuant to subparagraphs (3) or (6) above unless the parent receives prior written notice of the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

Challenging Student Records

Parents may challenge any entry in their child's school student records except for academic grades and references to expulsions or out-of-school suspensions if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. Challenges can be made on the basis of:

1. Accuracy;
2. Relevance; or
3. Propriety.

Challenges must be in writing, request a hearing, and contain notice of the specific entry or entries to be challenged and the basis of the challenge. When a challenge is received by the district, an initial informal conference with the parents will be scheduled within 10 business days. If the challenge is not resolved by the informal conference, a hearing will be held. A hearing officer, who shall not be employed in the attendance center in which the student is enrolled, shall be appointed by the district. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parents and school officials. The hearing officer will notify parents and school officials of the time and place of the hearing.

At the hearing each party shall have the following rights:

1. The right to present evidence and to call witnesses;
2. The right to cross-examine witnesses;
3. The right to counsel;
4. The right to a written statement of any decision and the reasons therefore;

A verbatim record of the hearing will be made. A written decision of the hearing officer will be transmitted to the parents and the school district no later than 10 business days after the hearing and will be based solely on the information presented at the hearing. Any party has the right to appeal the decision of the hearing officer to the Regional Superintendent within 20 school days after such decision is transmitted. If the parent appeals, the parent shall inform the school and within 10 business days the school will forward a transcript of the hearing, a copy of the record entry in question and any other pertinent materials to the Regional Superintendent. The school may initiate an appeal by the same procedures. The Regional Superintendent will make findings and issue a written decision to the parents and the school within 20 school days of the receipt of the appeal documents. Final decisions of the Regional Superintendent may be appealed to the circuit court of the county in which the school is located.

Directory Information

The district routinely discloses "directory" type information without consent. Directory information is limited to: student's name, address, gender, grade level, birth date and place, parents' names and address; parent's electronic address; information in relation to school-sponsored activities, organizations,; and period of attendance at the school.

Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the building principal within 30 days of the date of this notice.

Destruction of School Student Records

The district destroys school student records when it is no longer required to maintain them. Before any school student records are destroyed or information deleted, the parent of the child to whom those records pertain will be given reasonable prior notice at his or her last known address and an opportunity to copy the records and information proposed to be destroyed or deleted.

Adverse Action

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 that the individual may obtain through the exercise of any right secured under the School Student Records Act.

Cross Reference:
Board Policy 7.340, *Student Records*
Administrative Procedures 7.340-AP1*, School Student Records*

Student Records and Privacy

Medical records will only be released to the student's parent/guardian or their designee (with written consent from the parent). Identification will be required.

Cross Reference:
Board Policy 7.340, *Student Records*

Section 11-Parental Rights and Notifications

Teacher Qualifications

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, McLean County Unit 5 is notifying every parent that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. Whether the teacher has met State certification requirements;

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

Cross Reference:
Board Policy 5.190, *Teacher Qualifications*

Erin's Law- Child Protection

"Erin's Law" (Public Act 96-1524) requires that all public schools in the state to implement a prevention-oriented child sexual abuse program. Students in kindergarten through fifth grade will participate in the Second Step Child Protection program. Parents or guardians may see an overview of the program at http://www.cfchildren.org/child-protection or examine the instructional materials to be used for the lesson by contacting the school. Lessons are provided annually to all students in kindergarten through fifth grade.

Cross Reference:
Board Policy 6.60-AP1 *Comprehensive Health Education*

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.

Cross Reference:
Administrative Procedure, 6.140-AP1*, Education of Homeless Children*

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;, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the Director of Multilingual Services, Leslie Webbat the unit office, 309.557.4039.

Cross Reference:
Board Policy 6.160, *English Learners*

Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone

notification prior to the application of pesticides to school grounds. To be added to the list, please contact the Director of Operations at the Unit Office 309.557.4400.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property in which case the Structural Pest Control Act shall control.

Cross Reference:
Administrative Procedure 4.160-AP1, *Environmental Quality of Buildings and Grounds*

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

Mandated Reporters

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

Cross Reference:
Board Policy 5.90, *Abused and Neglected Child Reporting*

Asbestos Abatement Statement

Unit 5 has submitted its Management Plan prepared pursuant to the requirements of the *Asbestos Hazard Emergency Response Act* for each Unit 5 elementary school. Copies of the Management Plan are available in the administrative office of the school district and in each elementary school office. These plans are available for your inspection during the normal business hours Monday through Friday, and during other times by special arrangement.

The above statement is required under the rule of the *Asbestos Hazard Emergency Response Act*. It signifies that asbestos has been identified in the buildings. The asbestos was removed from the buildings. We would like to emphasize that to our knowledge, the above conditions do not pose a health hazard for those using our facilities. The above notice is required due to the law, which makes it necessary to conduct a survey, prepare and plan, notify the public and remove the designated asbestos in a timely fashion.

Transfer to Another School

If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent/guardian may request a transfer to another public school within the district.

Cross References:
Board Policy 4.170, *Safety*

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules

implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

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

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.

Cross References:
Administrative Procedure 4.170-AP2, *Criminal Offender Notification Laws*

Sex Offender & Violent Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois State's Police website. The Illinois State Police website contains the following:

- Illinois Sex Offender Registry on the Illinois State Police's website, https://isp.illinois.gov/Sor
- Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website, https://isp.illinois.gov/MVOAY/Disclaimer
- Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

Title IX – Civil Rights

In June 1972, the Congress passed Title IX of the Education Amendments, a law that affects virtually every education institution in the country. The law prohibits discrimination by sex in educational programs that receive federal money. The spirit of the law is reflected in the opening statement: Under Title IX, *"No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.."*

Title IX Grievance Procedure

1. A student or an employee shall present his/her complaint in writing to his/her building principal.
2. The building principal shall investigate the complaint within five working days and arrange for a hearing.
3. Failing a resolution at stage 1, the student or employee may present a statement of his/her grievance to the grievance officer.
4. The Title IX Coordinator for McLean County Unit District No. 5 shall serve as the grievance officer and render his/her opinion within five working days from the time of the hearing.
5. Failing a resolution at stage 2, the student or employee may present a statement of his/her grievance to the Superintendent who shall determine the matter within five working days from the time of the hearing.
6. Failing a resolution of stage 3, the student or employee may present a statement of his/her grievance to the Board of Education who shall determine the matter.
7. Failing a resolution at stage 4, the grievant may file a complaint with the Circuit Court.

There shall be no reprisal against any student or employee for filing a grievance or for utilizing the grievance procedure. For maintaining confidentiality, grievances will not be filed in a student's file or an employee's personnel file. The grievance file will be kept in the office of the grievance officer. The grievant has the same access to this file as he/she does to his/her own personnel file.

"McLean County Unit District No. 5 is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factors prohibited by law in any of its educational programs, admissions, or employment policies."

Concerns regarding this policy should be referred to:

Board of Education Office
1809 W. Hovey
Normal, IL 61761
309.557.4400

<u>Parent/Guardian Involvement</u>

Parent-Teacher Conferences

Periodically during the school year, scheduled Parent-Teacher Conferences may be held. We believe these conferences are one of the best methods of sharing information about your child. Parent(s)/Guardian(s) will be notified as to the date and time of these scheduled conferences. In addition to these conferences, parents or teachers are encouraged to request additional conference times whenever the need arises. Please call ahead or send a note indicating the desire for a conference. Catching the teacher in the hall or after school without prior notification or during Open House activities does not provide for the best parent-teacher communication.

Parent Groups

Parent groups help build a bridge between home and school. All parents are encouraged to become active members. A good working relationship between parents and school personnel is essential to a child's growth and educational progress. Unit 5 Early Learning Program offers a wide variety of family involvement opportunities throughout the year.

Volunteers and Visitors

In order to ensure the safety of all students, Unit 5 requires a background check for the following volunteer

groups: tutors, mentors, classroom assistants, office/clerical assistants, media center/library assistant, chaperones, and extracurricular assistants/workers. Please check with the office staff at your child's school for additional details.

Volunteers help increase the effectiveness of our educational program. They assist in a wide variety of ways including help in the IMC, office, and classrooms.

All parents, guardians, and other visitors are required by law to report to the principal's office upon arrival at any school. They need to sign-in in the office and wear an ID Badge indicating they are visitors. When visitors leave, they should stop in the office to sign-out and return the ID Badge.

Parents and guardians are invited to visit classrooms during the school year, but to avoid testing days, and the weeks prior to and following vacation periods. Small children with parents frequently disturb the classroom process. Students who have school age guests visiting in their homes from out of town must obtain permission from the principal to bring those guests to school.

Cross Reference:

Board Policy 6.250, Community Resource Persons and School Volunteers

Administrative Procedure 6.250-AP1, Securing and Screening Resource Persons and School Volunteers

Exhibit 6.250-E1*, Volunteer Information Form and Waiver of Liability*

Protective Orders and Divorce Decrees

It is the policy of Unit 5 that each school cooperates as much as is reasonably possible with all parents/guardians of students in Unit 5. It is also important that teachers and administrators not become involved or embroiled in custody matters and enforcement of protective orders. If a situation arises in which a parent defies a protective order or custody agreement at school, every effort will be made to contact the other parent and/or the local police. The police agency should have information about the orders of protection and enforcement of those orders.

Enforcement of Visitation Rights

The Unit 5 school district is not to become involved in the enforcement of visitation rights. Administrators and teachers cannot become involved in determining who is to have what week and/or daily custody or visitation rights even when the schools have a copy of a divorce decree that states visitation and custody rights.

Appendix

Exhibit - Online Privacy Statement

Online Privacy Statement ~ The District respects the privacy of all website visitors to the extent permitted by law. This *Online Privacy Statement* is intended to inform you of the ways in which this website collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us. There are four types of information that this site may collect during your visit: network traffic logs, website visit logs, cookies, and information voluntarily provided by you.

1) **Network Traffic Logs ~** In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as email headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to

external parties without your consent unless required by law.

2) **Website Visit Logs ~** District websites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site (often called "referrers"), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

3) **Cookies ~** Cookies are pieces of information stored by your Web browser on behalf of a website and returned to the website on request. This site may use cookies for two purposes: to carry data about your current session at the site from one Web page to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different websites and do not exchange cookies with other entities.

4) **Information Voluntarily Provided by You ~** In the course of using this website, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

   Each web page requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or the system administrator, with questions or concerns on the use of personally identifiable information.

   While no system can provide guaranteed security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

Web Links to Non-District Websites ~ District websites provide links to other World Wide Web sites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this *Online Privacy Statement*; they may have their own policies or none at all. Often you can tell you are leaving a District website by noting the URL of the destination site. These links to external websites open a new browser window as well.

Please email your questions or concerns to the System Administrator.

District 87/Unit 5
Medication Authorization Form

Name: _____ **Date of Birth:** _____
(Last, First, Middle Initial)

As the parent/guardian, I understand that it is the policy of the district that as a regular and normal practice, medication should not be administered to a student at school or when such student is involved in school activities. However, in order to provide for the critical health and well-being of students, under exceptional circumstances, medication may be administered during school hours by a certified school nurse, a registered nurse, administrative personnel, administrative designee, or self-administered by a student. I further release my child's school district, its Board of Education, and individual members thereof, and its employees shall be indemnified and held harmless from any and all claims arising out of the administration of said medication.

Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

I request that my child be assisted in taking the medications(s) described below at school by authorized persons or be permitted to medicate herself/himself as also authorized by me and my physician (see below). I further consent to the sharing of relevant medical information between the school and the physician's office.

Date	Parent/Guardian Signature	Home Phone	Emergency Phone

For parent(s)/guardian(s) of students who need to carry asthma medication or an EpiPen:
I authorize the School District and its employees and agents, to allow my child or ward to possess and use his or her asthma medication and/or epinephrine auto-injector while in school, at a school-sponsored activity, under the supervision of school personnel, or before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self administration of medication (105 ILCS 5/22-30).
If you agree please initial: _____

PRINTED PHYSICIAN'S NAME:	
PHYSICIAN'S ADDRESS:	**PHONE:**
Medication:	
Purpose of Medication/Diagnosis:	
Form: (i.e. tab, injection, etc.)	
Dose:	
Time of Administration:	
If medicine to be given "when needed." Describe indications:	
How soon can it be repeated?	
Is child authorized to medicate herself/himself?	
List significant side effects:	
Length of time this treatment is recommended:	
Must this medication be administered during the school day in order to allow the child to attend school or to address the student's medical condition that may arise at school?	Yes No

Date	Physician's Signature **Only**	Physician's Telephone

Nurse's Initials_____

11 December

McLEAN COUNTY UNIT DISTRICT No. 5

ELEMENTARY HANDBOOK

Kindergarten – 5th Grade

McLean County Unit School District No. 5

1809 West Hovey Avenue

Normal, IL 61761-4439

Phone: 309.557.4400 • Fax: 309.557.4501

Web: www.unit5.org

General Email: district@unit5.org

Revised July 2024

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McLean County Unit District No. 5

1809 West Hovey Avenue

Normal, IL 61761-4339

Dear Parent/Guardian:

Welcome to the McLean County Unit District No. 5 Elementary Schools!

Our district is very pleased to present this comprehensive handbook for your use during the coming school year. All of our elementary principals have made a significant effort to provide for student transfers between buildings with a minimal degree of change. Although many daily procedures have been standardized, each school still maintains its own unique history, traditions, and school climate.

All handbook and school rules apply to all school-sponsored events, even those activities occurring off-campus. The handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the rules and policies. **Changes in State and federal laws may dictate amendments to sources identified in this handbook during the school year. Please see the Board's comprehensive policy manual on the District website *https://www.boardpolicyonline.com/?b=mclean_5* or at the Board office, located at 1809 West Hovey Avenue, Normal, Illinois for current information**.

If you have questions regarding any aspect of our elementary program, please feel free to contact your child's teacher or the building principal.

We pledge to make every effort to assure that your child has a meaningful and enjoyable education in our school district.

Sincerely,

Dr. Kristen Kendrick-Weikle
Superintendent

McLean County Unit District No. 5 Contact Information

1809 West Hovey Avenue ~ Normal, IL 61761-4339
Phone: 309.557.4400 ~ Fax: 309.557.4501
Web: www.unit5.org ~ General E-mail: district@unit5.org

District and School Web Pages

McLean County Unit District No. 5

http://www.unit5.org

Visit our McLean County Unit District No. 5 website. The website is an excellent source for learning more about Unit 5's mission, policies, curriculum, administration information, school calendar, lunch menus, and current district events. Visit our local elementary schools' websites for more information about each school.

Benjamin Elementary School
https://benjamin.unit5.org/

Brigham Elementary School
https://brigham.unit5.org/

Carlock Elementary School
https://carlock.unit5.org/

Cedar Ridge Elementary School
https://cedarridge.unit5.org/

Fairview Elementary School
https://fairview.unit5.org/

Fox Creek Elementary School
https://foxcreek.unit5.org/

Glenn Elementary School
https://glenn.unit5.org/

Grove Elementary School
https://grove.unit5.org/

Colene Hoose Elementary School
https://colenehoose.unit5.org/

Hudson Elementary School
https://fairview.unit5.org/

Northpoint Elementary School
https://northpoint.unit5.org/

Oakdale Elementary School
https://oakdale.unit5.org/

Parkside Elementary School
https://parkside.unit5.org/

Pepper Ridge Elementary School
https://pepperridge.unit5.org/

Prairieland Elementary School
https://prairieland.unit5.org/

Sugar Creek Elementary School
https://sugarcreek.unit5.org/

Towanda Elementary School https://towanda.unit5.org

Section 1 - Introductory Information and General Notices

Overview

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. **Changes in State and federal laws may dictate amendments to sources identified in this handbook during the school year. Please see https://www.boardpolicyonline.com/?b=mclean_5 for current information.**

McLean County Unit District 5 Mission Statement

Unit 5 will educate each student to achieve personal excellence.

McLean County Unit District 5 Diversity Statement

Dear Unit 5 Community Members,

Unit 5's commitment to respecting diversity in all of its forms is vital to attaining the District mission of "educating each student to achieve personal excellence." The district remains dedicated to expanding awareness of diversity issues; engaging in proactive diversity planning; and maintaining a welcoming, effective learning environment. With the assistance of the Unit 5 Diversity and Inclusion Committee, the district will continue to establish and achieve diversity goals that will enrich our educational community. Thank you for your involvement in and contributions to our efforts.

Sincerely,

Dr. Kristen Kendrick-Weikle
Superintendent

Dayna Brown
Diversity Officer

Admission Requirements

Age Requirements

To be eligible for admission, a child must be five (5) years old on or before September 1 of that school term. Children ages three (3) to twenty-one (21) years with exceptional needs who qualify for special education are also eligible for admission.

Children reaching the age of six (6) on or before September 1 of a school year shall be eligible for first grade enrollment. Children reaching the age of six after September 1 shall enter first grade the following year.

For a student entering the District for the first time after having completed a full year of kindergarten, but who will not be six (6) on or before September 1, the Building Principal will determine whether the child is placed in kindergarten or first grade.

Admission Procedure

Students enrolling in the District for the first time must present:

- **Certified** birth certificate or other reliable proof of identity and age
- Proof of residence, as required by Board Policy 7.60

- Proof of disease immunization or detection and the required physical examination as required by State law and Board Policy 7.100

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 badge identifying themselves as a guest and place the badge 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, return their badge and sign out before leaving the school.

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

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

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco or vaping products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is 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 alsobe subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

Cross Reference:
Board Policy 8.30, *Visitors to and Conduct on School Property*

School Volunteers

All school volunteers must complete the "Volunteer Information Form and Waiver of Liability" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

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

Cross Reference:
Board Policy 6.250, *Community Resource Persons and Volunteers*
Administrative Procedure 6.250-AP1 *Securing and Screening Resource Persons and Volunteers*
Exhibit 6.250-E1 *Volunteer Information Form and Waiver of Liability*

Animals on School Property

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

Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. ~~Items such as these are of a personal nature and should be mailed home 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~~.

Equal Educational Opportunities and Sex Equity

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

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

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the Unit Office, 309.557.4400.

Cross Reference:
Board Policy 7.10, *Equal Educational Opportunities*
Board Policy 2.260, *Uniform Grievance Procedure*

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.

Cross Reference:
Board Policy 4.110, *Transportation*

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.

Cross Reference:
Board Policy 8.70, *Accommodating Individuals with Disabilities*

Birthday Treats

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

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.

<u>Warning Signs of Child Sexual Abuse</u>

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

<u>Warning Signs of Grooming Behaviors</u>

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)

Cross Reference: Board Policy 4.165

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.

Cross Reference:
7:285, Food Allergy Management Program
7:285-AP1, Administrative Procedure ~ Implementing a Food Allergy Management Program

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.

Secure Gun Storage

The Board of Education of McLean County Unit 5 has adopted a resolution directing the Superintendent to include information in student handbooks about safe gun storage and the legal obligations regarding the secure storage of firearms.

Unsecured firearms put children and staff at risk in our schools and beyond. Adults may be liable both criminally and civilly when a child gains unsupervised access to firearms which are not appropriately and securely stored.
According to the Everytown for Gun Safety Support Fund, "#NotAnAccident Index," https://everytownresearch.org/maps/notanaccident/, every year, nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. That is roughly one unintentional shooting per day. More than 1,200 children die by gun suicide each year. In the overwhelming majority of these incidents, the gun used was one that belonged to someone in their home.
One study found that although 70 % of parents believe their teen cannot access the gun(s) in their home, more than one-third were contradicted by their child's report. he study also found that in households where parents said their child could not access a firearm, 21.8% of their children indicated that they could access a firearm within 5 minutes and 14.9% indicated that they could access a firearm in more than 5 minutes but less than 1 hour. Research shows that secure firearm storage practices are associated with up to an 85% reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects children in the home as well as students throughout the school district and community.

Nothing in the foregoing shall be read to establish an implied or contractual right of action for a victim of gun violence.

1. Everytown for Gun Safety Support Fund, "#NotAnAccident Index," https://everytownresearch.org/maps/notanaccident/. Analysis includes incidents that occurred between 2015 and 2019.
2. Id.
3. Johnson RM, Barber C, Azrael D, Clark DE, Hemenway D. Who are the owners of firearms used in adolescent suicides? Suicide and Life-Threatening Behavior. 2010;40(6):609-611.
4. Id.
5. Salhi C, Azrael D, Miller M. Parent and Adolescent Reports of Adolescent Access to Household Firearms in the United States. JAMA Netw Open. 2021;4(3):e210989. doi:10.1001/jamanetworkopen.2021.0989
6. Id.
7. https://everytownresearch.org/solution/responsible-gun-storage/

Section 2 - Attendance and Promotion

Attendance & Absences

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

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

Cross Reference:
Board Policy 7.70, *Attendance and Truancy*

Arrival and Dismissal Procedures

Students should plan to arrive at school **AFTER** 7:30 AM unless other arrangements have been made with the principal or students are participating in supervised activities. **There is no school supervision prior to 7:30 AM.** The opening bell rings at 7:40 and students are expected to be seated and ready to begin at 7:45. School is dismissed daily at 2:30 PM.

Leaving While School Is In Session

When a student needs to leave school early, parents/guardians should call the school or send a note indicating what time the child will be leaving. Students must be signed out in the office by a parent/guardian. If the student returns on the same day, he/she must be signed in by a parent/guardian in the office before returning to class.

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 as defined below.

Excused Absences

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

1. Illness(including up to 5 days per school year for mental or behavioral health of the student) or injury
2. Serious illness or death in the family
3. Medical or dental appointment (an appointment card or other verification from the doctor's or dentist's office may be required.)
4. Unavoidable accident or emergency
5. Observance of a religious holiday or event
6. Circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety
7. Court (subpoenaed as witness)
8. College Visit / Military Visit (with verification)
8. Attending a military honors funeral to sound "Taps" if the child is in grades 6 through 12
9. Military Family Absence *
10. Other situations beyond the control of the student as determined by the Board of Education in Board Policy 7.70

*A student will be excused for up to five (5) days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-supported postings. Students are responsible for obtaining assignments and

ensuring assignment completion.

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

Unexcused Absences

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

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

Reporting Absences

Each day that a student is absent, his/her parent or guardian must call the school's Attendance Line before 7:45 a.m. to explain the reason for the absence. The attendance phone line is available 24 hours per day. If a call has not been made to the school by 9:45 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.

Cross Reference:
Board Policy 7.70, *Attendance and Truancy*

Tardiness

All students are expected to be in their classroom seats when school begins and again after their lunch/recess. Please do not inconvenience others or waste class time by arriving late. Students who are late to school must sign in at the office.

Truancy

A "truant" is a child who is subject to compulsory school attendance and who is absent without "valid cause" (see Excused Absences above) from such attendance for more than 1% but less than 5% of the past 180 school days. A "chronic or habitual truant" is a child who is subject to compulsory school attendance and who is absent without "valid cause" from such attendance for 5% or more of the previous 180 regular attendance days. A "truant minor" is a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative

programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

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

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

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

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

Chronic or habitual truants will be deemed to have withdrawn from enrollment after 15 consecutive unexcused absences, absent notice of exigent circumstances. ~~In addition, students who have notified the main office of an anticipated absence of 15 consecutive school days or longer without valid cause (e.g. traveling or visiting family out-of-town for an extended period of time), will be deemed to have voluntarily withdrawn from enrollment.~~ Students withdrawn from enrollment may re-enroll following the District's normal registration process at any time.

Cross Reference:
Board Policy 7.70, *Attendance and Truancy*

Prearranged Absences

Any time that students know in advance that they will be absent from school due to family vacation, required court appearance, or unavoidable circumstances not considered as excused, the parent or guardian must contact the school office to request a Prearranged Absence. Please note that pre arranging an absence does not excuse absences that would otherwise be unexcused.

Parent/Guardian Role

According to the Illinois School Code, it is the parent's responsibility to see that his/her child is in regular school attendance. This includes arriving at school on time. Article 26 of the School Code recognizes the following reasons as valid cause for missing school: (a) illness; (b) death in the immediate family; (c) other absences determined by the Board of Education; (d) circumstances which cause reasonable concern to the parent for the safety or health of the student. Absences other than those stated above will be considered unexcused. Those include (a) keeping a child home to baby-sit; (b) helping a parent at home (especially the day before a holiday); (c) going shopping; (d) vacation, visiting friends or relatives; and/or (e) participating in a community sponsored activity such as gymnastics, a play, or church related programs. This is not all-inclusive. Any exceptions to the list will be considered by the administration.

Falsification of Attendance Information

Accurate attendance information is required by the State of Illinois and is important to ensuring student safety. Students may not falsify, or contribute to falsification of, attendance information through either written or telephone means. Violators of this provision will be subject to a detention or suspension from school.

Chronic Absenteeism

Therefore, during the school year, the school will be requesting medical documentation once a student has missed over 5% of the current school year (unless doctor notes have already been received) and a parent will be required to come in during school hours for a conference. The conference will be held with the school nurse and the student's counselor. The purpose will be to discuss the reasons for those absences.

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

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

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

The District will follow its diagnostic procedures in Board Policy 7.70 for identifying the cause(s) of a student’s chronic absenteeism, including requesting documentation for absences and interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student’s attendance problem. .

Withdrawal from School

Parents must notify the principal of their student's intent to withdraw. On the student's last day of attendance he/she must report to the office before school. After all financial obligations have been met, he/she will be eligible for a refund of the unused portion of Book Rental charges. The student's records will be forwarded as soon as the office receives written authorization for the records to be released.

Release Time for Religious Instruction/Observance

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

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

Cross Reference:
Board Policy 7.80, *Release Time for Religious Instruction/Observation*

Emergency School Closings

When it is necessary for school to dismiss early or be canceled, verification will be given to the news media, as well as by a school message system, so parents will know when to expect their children home. School may be dismissed early due to weather (such as snow or excessive heat), on Staff Development Days or on other special days as determined by the Board of Education.

The decision to dismiss early due to inclement weather is made prior to 11:00 AM and the media will be notified at that time. It is best to tune in one of the local radio stations if you suspect that early dismissal is a possibility. This information will also be available on the District's website, www.unit5.org. Please do not call the school or Unit Office for this information.

Please arrange with your children what they are to do in case of early dismissal. It is difficult for last minute arrangements to be made for students.

All school functions are canceled when school is dismissed early.

Cross Reference:
Board Policy 4.170, *Safety*

Grading & Promotion

School report cards are issued to students at the end of the year. Student performance is available through the online portal at any time. Progress reports are available at the end of October and February. 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.

Cross Reference:
Board Policy 6.280, *Grading & Promotion*

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.

Make up Work, Advance Assignments, and Picking up Assignments

A parent/guardian may phone the school before 9:15 AM to pick up assignments and books in the office after school that same day. Requests made after 9:15 AM may be picked up the following day after school. Arrangements also may be made to send work home with a sibling or a friend or teachers may make work available through electronic means.

All assignments and tests missed due to absences must be made up, regardless of the reason for the absence. A student that has an excused absence will generally be allowed twice the number of days absent to turn in assignments. However, a student may be required to take previously announced tests on the day he or she returns to school.

Parents must contact the school if it is known in advance that there will be an absence from school for an extended time due to family obligations or other unavoidable reasons. Requests for assignments may be made no more than one week before the absence. In general, assignments are available for only one week at a time. All advanced assignments are expected to be turned in on the day of the student's return to school. Students should also check for additional missed work when they return. Although written materials can be worked on away from school, much of classroom instruction involves discussions, demonstration, and "hands on" activities. These instructional methods are a vital part of the learning process and cannot be duplicated away from school.

Home and Hospital Instruction

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

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

For information on home or hospital instruction, contact the Principal's office.

Cross Reference: Board Policy 6.150, *Home and Hospital Instruction*

Section 3 - Student Fees

Fines, Fees, and 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 program 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. A student is eligible for a fee waiver if at least one of the following prerequisites is met: 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;

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

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

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

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

Within 30 days, the Building Principal will notify the parent/guardian if the fee waiver request has been denied, along with the appropriate appeal process. If you have questions regarding the fee waiver process, you may contact the Building Principal.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

Cross Reference:
Board Policy 4.110, *Transportation*
Board Policy 4.140, *Waiver of Student Fees*
Administrative Procedure 4.140-AP 1, *Fines, Fees, and Charges – Waiver of Student Fees*
Exhibit 4.140-E1, *Application for Fee Waivers*
Exhibit 4.140-E2, *Response to Application for Fee Waiver, Appeal, and Response to Appeal*

School Breakfast & Lunch Program

Breakfast and lunch are served in every school, every school day, unless there is an emergency early dismissal.
Menus and meal prices are listed on the Unit 5 webpage. Free or reduced price meals are available for qualifying students. For an application, contact the building principal.

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.

Cross Reference:
Board Policy 4.130, *Free and Reduced-Price Food Services*

Section 4 - Transportation and Parking

Bus Transportation

The district provides free bus transportation to and from school for all students living 1.5 miles or more from his or her assigned school, unless the Board has certified to the Illinois State Board of Education that adequate public transportation is available, or within one and one-half miles from his or her assigned school where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. A student's parents/guardians may file a petition with the Board requesting transportation due to the existence of a serious safety hazard.

Free transportation services and vehicle adaptation for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with the McKinney Homeless Assistance Act.

A list of bus stops will be published at the beginning of the school year. 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.

For questions regarding school transportation issues, contact the transportation call center at 309.557.4287 (557-4BUS).

Bus Assignment

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

Bus Service

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

Bus Conduct

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

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

Prohibited Bus Conduct

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

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

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

- Scan their Bus ID when they board the bus and when they exit the bus.
- Choose a seat and sit in it immediately upon entering the bus.
- Do not stand in the entrance or in the aisle.
- Do not move from one seat to another while on the bus.
- Keep all parts of the body and all objects inside the bus.
- Loud conversation, singing, boisterous conduct, unnecessary noise or profanity is not allowed.
- Enter and exit the bus only when the bus is fully stopped.
- All school rules apply while on the bus, at a bus stop, or waiting for the bus.
- Use the emergency door only in an emergency.
- In the event of an emergency, stay on the bus and await instructions from the bus driver.
- Good behavior and behavior that will not distract the bus driver from operating the bus safely is required.
- Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
- Do not open windows.
- Keep the bus neat and clean.
- Athletic footwear equipped with cleats or spikes are not allowed on the bus.
- Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
- Be waiting at your bus stop on time.
- Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
- Keep book bags, books, packages, coats, and other objects out of the aisles.
- Keep all body parts clear of the aisles when seated.
- Eating is not permitted on the bus.
- Parents will be liable for any defacing or damage students do to the bus.
- Instructions for crossing the road must be followed to the smallest detail at all times.
- Cross at least ten feet in front of the bus and then cross the street when the driver signals.

- While unloading, allow the closest to the front off first.
- Move away from the bus door quickly after unloading. Stay clear of the rear wheels.
- Never walk behind the bus.
- No headphones, food, drink, or candy.
- No talking when the bus comes to a railroad crossing, so the driver can hear any approaching trains.
- Do not talk to the driver unless it is an emergency.

Students may be suspended from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct. If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the superintendent 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.

Bus Discipline

The driver may report students who refuse to follow the bus behavior rules or maintain appropriate behavior to the school office for disciplinary action.

Generally, the following procedures will be used in disciplining a rider:

- **On the first offense**, the Building Principal will meet with the student to address the reported incident. This may include a reprimand for inappropriate behavior and may result in a detention. A copy of the bus report may be taken home by the student to be signed by the parent and returned the next day.
- **On the second offense**, the Building Principal will meet with the student to address the reported incident. The student may be assigned up to three days of detention. A copy of the bus report will be sent home.
- **On the third offense**, the Building Principal will meet with the student to address the reported incident and the parents will be telephoned. The result of this telephone conference may be suspension from riding the bus for up to 3 days. A copy of the bus report will be sent home.
- **On the fourth offense**, the Building Principal will meet with the student to address the reported incident and the parents will be telephoned. The parents may be required to come to the school office for a conference. The student may be suspended from the bus for up to 5 days. A copy of the bus report will be given to the parents.
- **On the fifth offense**, the Building Principal will meet with the student to address the reported incident, and the parents telephoned. The student may be suspended from the bus for up to ten days. A copy of the bus report will be sent to the parents.

Any further reports may result in an immediate bus suspension and referral to the superintendent for possible suspension from the bus for the remainder of the school year. Bus riding is a privilege that may be revoked.

Private Transportation

Students may accept private transportation to or from school only as arranged by their custodial parents. Parents may call the office regarding transportation arrangements with anyone other than an appropriate family member or a Unit 5 school bus.

Use of Video Cameras on School Buses

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

Cross Reference:
Administrative Procedure 7.220-AP1, *Electronic Recordings on School Buses*

Bicycles

Bicycles may be parked in the bicycle racks located at the school. Bicycles should always be locked when unattended. Ride safely by observing the following practices:

- Obey all traffic signs and regulations.
- Stay to the right.
- Ride single file.
- Yield to motor vehicles and pedestrians.
- Signal your intentions.
- Do not ride near vehicles parked in the parking lot**.**

Pedestrians

Students are expected to use sidewalks wherever available and to observe safety precautions when crossing streets.

Transportation for School Activities

Students must utilize school transportation to and from all school activities for which transportation is provided. For these events, parents of the student may transport their student only if specific arrangements are made in advance with the activity sponsor. Transportation may not be provided in some instances. These instances would include, but not be limited to: practices, athletic contests, music events or club activities held within the Bloomington-Normal area when it is deemed more practical for the students to meet the coach or sponsor at the site. In these cases it will be the responsibility of the parent to arrange safe transportation.

Parking

The school has many locations available for school visitor parking.

Those dropping off and picking up children may do so in the drop off lane location during the following hours: 7:30 AM until 7:40 AM and after 2:25 PM.

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.

Cross Reference:
Board Policy 4.110, *Transportation*

Administrative Procedure 4.170-AP3, *School Bus Safety Rules*
Board Policy 7.220, *Bus Conduct*
Administrative Procedure 7.220-AP1, *Electronic Recordings on School Buses*

Section 5 - Health and Safety

Immunization, Health, Eye and Dental Examinations

School Nurse

The primary function of the school nurse is to promote student health and safety and maintain student records. All elementary Certified School Nurses are assigned to multiple schools. If a student becomes ill or injured at school when the nurse is not present, another school official will provide care. Please contact the school nurse at your child's school any time you have questions or concerns.

This handbook is not intended to be all inclusive. Students will be excluded from school for any health condition that in the professional, clinical judgment of the Certified School Nurse places that student or others in the school community at a health or safety risk. Certified School Nurses utilize Evidence Based Practice and collaboration with health care professionals and organizations to make decisions best for the students and school community.

Health Information

Health information gathered through screening registration forms, physical exams, oral/written communication by a health care provider or parent/guardian may be shared by the certified school nurse with those individuals (i.e. teachers or other school personnel) who have an educational interest in enhancing the health and safety of the student. This information may be shared via written or electronic communication or by direct personal contact. If you do not wish this information to be shared, please send a written request to the school office by the end of the first week of attendance.

Emergency Numbers

Emergency information will be maintained for all students and should be filled out during the registration process. It is important to have the name and phone number of a person other than the parent/guardian to call in case of a school emergency when parents cannot be reached. Please contact your school office if any changes in this emergency information occur during the school year.

Illness or Accidents at School

All accidents and illnesses which occur at school or at a school function are to be reported to the office. If they are considered serious or if the accident or illness remains in question to the school nurse or office staff, parents will be notified.

The Illinois General Assembly does not require school districts to carry student accident insurance. If a student is injured at school or during a school activity, the parent/guardian's health insurance company should be contacted for coverage.

Additionally, the State of Illinois All Kids health insurance program is available to all children in the state regardless of income level. This program provides health insurance for children, which includes accident insurance. Information about the All Kids program can be found at:

www.illinois.gov/hfs/medicalprograms/allkids

Student Concussions and Head Injuries
If a student sustains a physician-diagnosed concussion, either during school hours or outside of school, parents are requested to notify the school. If a student's parent/guardian is requesting academic accommodations after a concussion, the Unit 5 Concussion Staging Form must be completed by the student's physician (elementary, junior high, high school) or athletic trainer (high school only) and submitted to the school nurse.

A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be removed from participation or competition at that time. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with the Unit 5 Concussion Staging Document, signed by the student, the student's parent/guardian, and the student's physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

School Insurance
A low cost accident policy is offered to all students. While the schools have no obligation in case of an accident, the District is glad to cooperate with the agency and offer this limited, yet liberal policy for your consideration. Briefly, students may be insured for the school year for the accidents, which occur while engaged in any school-sponsored activity or between home and school. Enrollment information and claim forms for the collection of insurance payments due to accidents may be obtained in the school offices.

Physicals and Immunizations
Illinois law requires that all students entering an early childhood program, kindergarten, sixth, or ninth grades, or transferring from out of state, have a physical examination within one calendar year ***prior*** to the date of entry. The examination must include a complete immunization record and medical history. Students transferring from another Illinois school must present copies of their current Illinois health records.

Section 27-8.1 of the Illinois School Code states: "If a child does not comply…then the local school authority **shall exclude that child from school** until such time as the child presents proof of having had either the health examination or those required immunizations which are medically possible to receive immediately."

All students entering ECE, Pre-K, Kindergarten, 6th grade, and 9th grade must submit a current physical exam and complete immunization record by the FIRST DAY OF SCHOOL. Children without physicals and immunizations will NOT be allowed to start school until the school nurse receives the records. NO appointment cards will be accepted.

I understand that if my student will be entering a pre-kindergarten program (for the first time), kindergarten, sixth, or ninth grade, that I must show proof that (s)he has received a new physical exam on the IL-DHS physical exam form BEFORE THE FIRST DAY OF SCHOOL. *Sports physicals are NOT accepted for this requirement.* Immunizations are *also* required BEFORE THE FIRST DAY OF SCHOOL for several grades; click on the link below or check with your health care provider for details. http://www.isbe.net/pdf/school_health/immunization-requirements.pdf. It is strongly

recommended that you turn in these requirements by the walk in registration date each year either in person or by mailing it to the school.

Parents or guardians who object to health examination or immunizations on religious grounds must present an Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations Form found at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf

The form must be signed by the child's parent or legal guardian, **AND** the child's health care provider responsible for performing the child's health examination. If a child cannot be fully immunized because of health reasons (medical contraindication), the physician must state this fact on the health examination certificate.

In the event of a diagnosed case of a communicable disease the school nurse will consult with the McLean County Health Department to determine the need to exclude students not protected by immunizations, utilizing the most current Illinois Department Public Health Rules and Regulations.

The following immunizations are required by the State of Illinois for children in grades Pre-K through 12. The specific requirements for each are determined in Section 665.240 (Basic Immunization) and Section 665.250 (Proof of Immunity) of Title 77 of the Illinois Administrative Code.

1. DPT/DTap/Tdap
2. OPV/IPV
3. Measles/Mumps/Rubella (MMR)
4. Varicella
5. Hepatitis B (required for early learning programs and 6th grades and up)
6. Hib (required for early learning programs)
7. Pneumococcal (required for early learning programs)
8. Meningococcal (required for 6th-8th grades and 12th grade)

Dental Exams

Public Act 93-946 requires all Illinois children in **kindergarten, second and sixth grades** to have an oral health exam. Each child shall present proof of exam by a dentist prior to **May 15** of the school year.

Vision Exams

Illinois law requires all children in **kindergarten** or **enrolling for the first time in an Illinois school** to have an eye examination completed by an eye doctor. Each child shall present proof of exam by an eye doctor prior to the first day of the school year.

Exemptions

A student will be exempted from the above requirements for:

1. Religious grounds if the student's parent/guardian presents to the building principal; an Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations Form found at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf

2. The form must be signed by the child's parent or legal guardian, **AND** the child's health care provider responsible for performing the child's health examination.
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.

Cross Reference:
Board Policy 7.100, *Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students*

Vision and Hearing Screenings

Vision and hearing screenings will be conducted at state-mandated grade levels. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo the mandated vision screening. If a report of an eye examination within the last 12 months by an optometrist is on file at the school. The vision examination report must be completed and signed by the optometrist. This section of the student handbook constitutes notice to parents and guardians of students in the grades mandated for vision and hearing screenings. Vision and hearing screenings will be conducted for all students in the mandated grades unless the parent provides a written request that the student not be screened, or, in the case of vision screening, provides a current eye examination report.

Communicable Diseases

For everyone's protection, sick children must be at home, not at school. When reporting the student's absence, please report the reason for the child's absence. The school needs to be informed of any student having a special health problem or communicable disease. Children with the following conditions should not be in school:

- A fever within the last 24 hours of 100° F or higher
- Vomiting or diarrhea within the last 24 hours
- A frequent or disruptive cough or other signs of an acute respiratory infection
- Any contagious illness such as "strep throat" that requires antibiotic therapy. Once a student has been fever free without use of fever-reducing medications and on antibiotics for at least 24 hours, he/she may return to school.
- Any undiagnosed skin rash. A student with a rash may attend school upon presenting a physician's note stating the rash is not contagious.
- Pronounced lethargy or fatigue that interferes with participation in learning activities.
- Any other health condition that in the professional, clinical judgment of the School Nurse places that student or others in the school community at a health or safety risk. In the absence of the Certified School Nurse, this determination may be made by the building principal or his/her designee.

Care of Students with Chronic Health Conditions

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses like Diabetes 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.

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.

It is the parent/guardian's responsibility to inform the School Nurse or Building Principal of their child's health concern, including diabetes, asthma, food allergy, and seizures. The School Nurse will then work with the family, the student, the student's physician and the classroom teacher to develop a Plan of Action. It is the parent's responsibility to ensure that The Plan and all medication and procedure forms (if needed) are completed and signed by the physician and parent before they will be implemented. Please contact your School Nurse for further information.

Cross Reference:
Board Policy 7.285, *Food Allergy Management Program*
Administrative Procedure 7.285-AP1, *Implementing a Food Allergy Management Program*
Exhibit 7.285-E1, *Food Allergy Awareness*

Treats and Snacks

Due to health concerns, allergies and scheduling, snacks for any occasion must be arranged in advance with the classroom teacher. All snacks must be store bought. No homemade snacks are allowed at school. Snacks are not to require refrigeration and must have a clearly printed label. We strongly encourage you to select a snack with nutritional value, such as fresh fruits and vegetables.

Birthday recognitions cannot include food items. The decision will be left up to each school as to how they would like to recognize a student's birthday, but it cannot include food items.

Cross Reference:
Board Policy 7.285, *Food Allergy Management Program*
Administrative Procedure 7.285-AP1, *Implementing a Food Allergy Management Program*
Exhibit 7.285-E1, *Food Allergy Awareness*
Board Policy 6.50, *School Wellness*

Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.

4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of an active infestation. Infested children are prohibited from riding the bus to school until the child has been cleared by the school nurse.

Bed Bugs

The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the adverse health effects of bed bugs and spread of disease. Policy #7.250-AP1 Administrative Procedure - Bed Bug Protocol will be followed to provide a healthy, pest-free environment.

Physical Education Participation

Students who have restrictions for participation in physical education due to medical prohibitions beyond three days must present documentation from the physician, signed and dated, stating the restriction and length of time it is to be in effect. A parent note is sufficient for 3 days of exemption from PE.

An excuse may also be based on religious prohibitions. 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.

Medication at School

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian and healthcare provider with prescriptive authority must complete a *School Medication Authorization Form* requesting that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

~~Except when the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen®, an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician, no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* is submitted by the student's parent/guardian. Teachers and other non-administrative school employees, except nurses, shall not be required to administer medication to students. However, provided a *School Medication Authorization Form* has been completed and signed by the student's parent/guardian and healthcare provider with prescriptive authority, teachers and other non-administrative school employees may dispense medication to students, administer medication to students, or supervise a student's self-administration of prescription or non-prescription medication as provided in Board Policy 7.270, and coaches and sponsors of school-related activities may be required to dispense and supervise a student's self-administration of medication.¶~~

Except when: (1) the school nurse or a delegated school employee administers or supervises a student's

self-administration of limited over-the-counter medications; or (2) the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen ® , an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician; no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. A parent/guardian may opt-out from the administration by or supervision of a student's self-administration by the school nurse or delegated school employee of limited over-the-counter medications during online registration or by completing Exhibit 7.270-E9, Parent/Guardian Opt-Out from Administration or Self-Administration of Limited Over-the-Counter Medications.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in Board Policy 7.270 and its implementing procedures.

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

School District Supply of Undesignated Limited Over-the-Counter Medication

The Superintendent or designee may maintain a supply of undesignated limited over-the-counter medications in the name of the District and provide or administer them as necessary consistent with Policy 7.270. This may include but is not limited to: normal saline skin cleanser, Lubriderm lotion, anti-itch cream, eye irritation relief drops, contact solution, orajel, antibiotic ointment, first aid and burn cream, and numbing wipes.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector and/or asthma medication prescribed for use at the student's discretion. A student may self-administer other medication, including medication required under a qualifying plan, dispensed by a delegated school employee, provided the student's parent/guardian and healthcare provider with prescriptive authority has completed and signed a *School Medication Authorization Form*. A student's self-administration of medication other than an epinephrine injector or asthma medication must be under the direct supervision of a delegated school employee. A qualifying plan means: (1) an asthma action plan; (2) an Individual Health Care Action Plan; (3) an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form; (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

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

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated

asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Epinephrine Injectors
The Superintendent or designee shall implement 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Opioid Antagonists
The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

School District Supply of Undesignated Glucagon
The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis
The Compassionate Use of Medical Cannabis Program Act allows a parent/guardian of a student who is a minor or any other individual who is at least 21 years of age to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer a medical cannabis infused product to a student.

A designated caregiver is allowed to administer a medical cannabis infused product to a child who is a student on the premises of 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, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

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

State law does not require school personnel to administer medical cannabis to students. Trained school nurses and administrators are allowed, but not required, to administer a medical cannabis infused product to a student who is a registered qualifying patient. Prior to the administration of a medical cannabis infused product under subsection, a school nurse or school administrator must annually complete training curriculum developed by the State Board of Education, in consultation with the Department of Public Health, on the administration of medical cannabis infused products and must submit to the school's administration proof of its completion.

A trained school nurse or administrator is allowed to administer a medical cannabis infused product to a child who is a student while on school premises, at a school-sponsored activity, or before or after normal school activities, including while the student is in before-school or after-school care on school-operated property or while the student is being transported on a school bus if:

1. The student possesses a valid registry identification card issued by IDPH;
2. A copy of the registry identification card is provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

The written authorization and a copy of the registry identification card(s) must be kept on file in the office of the school nurse. Medical cannabis infused products must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator.

Medical cannabis infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

Discipline of a student for being administered a product by a designated caregiver pursuant to this Board Policy 7.270 is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The School District Supply of Undesignated Asthma Medication section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

This School District Supply of Undesignated Epinephrine Injectors section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The School District Supply of Undesignated Opioid Antagonists section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

The School District Supply of Undesignated Glucagon section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber; or (2) fill the District's prescription for undesignated school glucagon.

The Administration of Medical Cannabis section of Board Policy 7.270 and this Handbook is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) will ensure all notifications required by State law and administrative procedures occur.

Disclaimers

Upon implementation of Board Policy 7.270, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation parent(s)/guardian(s) of students, should rely on the District for the availability of undesignated medications. Board Policy 7.270 and this Handbook do not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications.

Cross Reference:
Board Policy 7.270, *Administering Medicines to Students*
Administrative Procedure 7.270-AP1, *Dispensing Medication* Exhibit 7.270-E1, *School Medication Authorization Form*

Disability Assistance

Persons with a disability of either a temporary or permanent nature may receive help by request through the nurse, counselors, or administrators.

Safety and Security

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, one (1)

severe weather (shelter-in-place) drill, one (1) law enforcement lockdown drill to address a school shooting incident, and 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 the students.

Cross Reference:
Board Policy 4.170, *Safety*
Administrative Procedure 4.170-AP1, *Comprehensive Safety and Crisis Program*

Reunification Site

In the event a relocation from school and a student-parent reunification is necessary, the following are designated as the reunification sites for the following elementary schools:

School	Reunification Site
Benjamin	Eastview Christian Church
Carlock	Eastview Christian Church
Cedar Ridge	Eastview Christian Church
Colene Hoose	Eastview Christian Church
Fairview	Eastview Christian Church
Fox Creek	Eastview Christian Church
Glenn	Eastview Christian Church
Grove	Eastview Christian Church
Hudson	Eastview Christian Church
Northpoint	Eastview Christian Church
Oakdale	Eastview Christian Church
Parkside Elem.	Eastview Christian Church
Pepper Ridge	Eastview Christian Church
Prairieland	Eastview Christian Church
Sugar Creek	Eastview Christian Church
Towanda	Eastview Christian Church

Building Security

For the safety of our students, Unit 5 has adopted a closed-building concept. All exterior doors are locked.

All visitors to the building are required to check into the office to report their purpose for being in the school. Visitors will be given an appropriate ID Badge to wear during their stay. We encourage everyone to cooperate in providing a safe learning environment for the children.

Section 6 - Discipline and Conduct

General Building Conduct

Students enrolled in the Unit 5 schools shall conduct themselves in a mature manner, acting with due regard for the supervisory authority vested by the Board of Education in district employees. Good self-discipline is positive and encourages the student to exercise his/her individual rights, within established guidelines, and to respect the rights and welfare of others.

Education proceeds effectively with appropriate and consistent discipline. Teachers and other certified employees shall maintain discipline in the schools. In all matters relating to the conduct and discipline of the students, they stand in the relationship of parents and guardians to the students. They shall exercise such control over students as would be exercised by a kind, firm, and judicious parent. This relationship shall extend to all activities connected with the school program and may be exercised at any time for the safety and supervision of the students.

When a certified employee acts to help a student conduct himself properly, emphasis shall be placed upon the growth of the student toward self-discipline. A progressive form of discipline, tempered by the conditions and circumstances of the offense, shall be followed. Unit 5 does not permit the use of corporal punishment as a means of disciplining students. A teacher is granted the right to remove a student from the classroom for disruptive behavior. Physical contact or restraint may be appropriate when a teacher or other supervisor is required to employ it in self-defense, for the safety of students, or to help maintain control. In all instances necessitating disciplinary action, due process will be afforded the student as outlined in the Illinois School Code, 105 ILCS 5/10-22.6.

Any student who is disobedient or insubordinate or who gives evidence of inappropriate behavior may be suspended, not to exceed ten days, by the Principal. Such suspension will be reported immediately to the Superintendent and the student’s parents or guardians, along with a full statement of the reasons for such suspension. The parents or guardians of the suspended student shall be informed of the due process procedures and of their right to have a review of the suspension by the Board of Education. The Principal shall inform the Superintendent if the parents or guardians wish to request or waive the review.

A student may be expelled only by the Board of Education on recommendation of the Superintendent for gross disobedience or misconduct. Expulsion shall take place only after the parents or guardians have been requested to appear at a meeting with the hearing officer to discuss their child's behavior. Such request shall be made by registered or certified mail and shall state the time, place, and purpose of the meeting. If the Board's decision is to expel the student, the reasons for dismissal and the date on which the expulsion is to become effective will be stated.

School personnel may order the removal of a child with a disability (IEP) from the child’s current placement for not more than ten consecutive school days for any violation of school rules, and additional removal, of not more than ten consecutive school days in the same school year for separate incidents of misconduct. The parents or guardians of the special education student are afforded all rights and privileges to have a hearing pertaining to either the decision about the relationship of the behavior to the suspension and expulsion itself.

The discipline policy of Unit 5 has been formulated by the Board with input from teachers, parents, and administrators. The policy is subject to an annual review.

General Expectations

- 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 portable listening devices, electronic devices or cameras are permitted without permission from the principal

Arrival time

Students shall not arrive at school before 7:30 a.m. and classes begin at 7:45 a.m. and students are dismissed at 2:30 p.m. each day.

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.

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.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Coats and sunglasses may not be worn in the building during the school day.
- No head coverings are allowed that obscure the view of the student's face. Interpretation and enforcement of this rule is up to administration discretion.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing which fails to adequately cover the body will not be permitted.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times. Slippers and shoes with wheels are prohibited.
- If there is any doubt about dress and appearance, the building administration 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.

If students have any questions regarding acceptability of a particular item of clothing, check with the principal **before** wearing the items to school.

Cross Reference:
Board Policy 7.160, *Student Appearance*

Student Behavior Philosophy

In support of our mission to educate each student to achieve personal excellence, the District will endeavor to (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free and drug free learning environment; (3) keep school property and the property of other secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society. It is the shared responsibility of schools, families and communities to achieve this by teaching, recognizing and reinforcing appropriate behavior.

To the greatest extent possible the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action.

Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances.

Parent/guardian are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance.

Cross Reference: Board Policy 7.125, *Student Discipline Philosophy*

Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that:

(1) Ensure the safety and dignity of students and staff;
(2) Maintain a positive, weapons-free and drug-free learning environment;
(3) Keep school property and the property of others secure;
(4) Address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and
(5) Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or

4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
5. During periods of remote learning.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including, but not limited to:

1. Using, possessing, distributing, purchasing, bartering, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, e-cigarettes, vapes, vape pens, or other vaping related products.
2. Using, possessing, distributing, purchasing, bartering, selling, or offering for sale alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, bartering, selling or offering for sale:
   a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish and medical cannabis unless the student is being administered a medical cannabis infused product as authorized under *Ashley's Law* and Board Policy 7.270).
   b. Any anabolic steroid unless it is being administered in accordance with a physician'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 medication when not prescribed for the student by a physician, or licensed practitioner when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions, or without following the procedures for student medication outlined below including without limitation failing to have a completed and signed "School Medication Authorization Form" on file, failing to keep medication in the original container, giving other students medication, or taking improper doses of medication. Violations of this paragraph may be reported to appropriate law enforcement agencies. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is being administered a medical cannabis infused product as authorized under *Ashley's Law* and Board Policy 7.270.
   e. Any non-prescription medication without following Board Policy 7.270 and its implementing procedures.
   f. Any inhalant, regardless of whether it contains an illegal drug
   g. 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.
   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 tablet or powdered form.

i. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, or controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.

j. 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.

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

4. Using, possessing, controlling, or transferring a knife, a "weapon", as that term is defined in the *Weapons* section of this policy, or a look-alike weapon, or violating the *Weapons* section of this policy.
5. Using or possessing an electronic mobile device including but not limited to mobile (i.e. cellular or smart) phone, video recording device, personal digital assistant (PDA), iPod, mp3 player, laptop, netbook, iPad, tablet, or other similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, eavesdrop (e.g. secretly recording a conversation), or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer or electronic mobile device, commonly known as "sexting."

   Students are allowed to possess and use electronic mobile devices in school, provided they do not cause a disruption, and are not used, seen or heard during instructional time unless:
   (a) The supervising teacher grants permission;
   (b) Use of the device is provided in a student's IEP; or
   (c) It is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking,

harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault.
11. Teen dating violence, as described in Board policy 7.185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, or relocating personal or school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, a school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including the display of gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied with the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
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.

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

Efforts, including the use of positive interventions, supports and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student

who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose a disciplinary consequence.

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.

Disciplinary Measures

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

1. Notifying parent/guardian.
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 in accordance with Board policy 7.200, *Suspension Procedures*. The Building Principal or designee shall ensure that the student is properly supervised.
7. Detention provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, education, environmental, or public safety needs. The District will not provide transportation. School administration may use this option as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this handbook or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7.220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7.200, *Suspension Procedures*. A student who has been suspended is prohibited from being on school grounds and at school activities during the period of the suspension.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board Policy 7.210, *Expulsion Procedures*. A student who has been expelled is prohibited from being on school grounds and at school activities during the period of the expulsion.
13. Transfer to an alternative program if the student is expelled or otherwise qualified for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other

than a suspension and/or expulsion will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension and/or expulsion. In addition to the above list of disciplinary measures, juvenile authorities or other law enforcement may be notified whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes", alcohol, or weapons, or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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

Weapons

A student, who uses, possesses, controls, or transfers one of the following weapons at school, on school grounds, on a school bus, at any school-sponsored activity or event, or at any activity or event that bears a reasonable relationship to school, shall be expelled for at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code (18 U.S.C.§ 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
2. Ammunition;
3. A knife with a blade of at least 3 inches, switchblade knife, ballistic knife, billy club, brass knuckles, other knuckle weapon regardless of its composition, or any object listed in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
4. A look-alike firearm; or
5. Any other object if used or attempted to be used to cause bodily harm.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent or designee, and the Superintendent's or designee's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Students should report suspected possession or use of such items to any counselor, teacher, or administrator. Arrangements to bring such items to school for classroom demonstrations must be made in advance with one of the building administrators.

Re-Engagement of Returning Students

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

Required Notices

A school staff member shall immediately notify the office or the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1,000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Associate Building Principal, Assistant Building Principal or School Administration manager (SAM) is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 days for safety reasons.

Student Handbook

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

A student handbook, including the District's student disciplinary philosophy, disciplinary policies and rules, shall be distributed to the students' parent/guardian within 15 days of the beginning of the school year or a student's enrollment.

Cross Reference:
Board Policy 7.190, *Student Behavior*
Board Policy 7.125 Student Discipline Philosophy
Administrative Procedure 7.190-AP2, *Gang Activity Prohibited*

Academic Dishonesty

Any student who knowingly participates in behavior that results in academic dishonesty will be subject to consequences.

The use of computer translators, electronic tampering or other misuse of computer technology in the academic setting, and any form of plagiarism, will be considered academic dishonesty.

Academic dishonesty may result in reduction of grade, loss of credit and/or other appropriate consequences.

Any student engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or emerging technologies ***(including but not limited to generative artificial intelligence technology)*** in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores will be subject to consequences, including possible reduction of grade, loss of credit and/or other appropriate consequences.

First Offense will be addressed by the classroom teacher, and the appropriate assistant principal will be notified. Subsequent offenses will be referred to the appropriate assistant principal, and consequences issued.

Suspension and/or dismissal from co-curricular activities are realistic consequences. In addition, any stipulations outlined by sponsors of such activities will be seriously considered in the disposition of each case.

Fighting

Fighting presents a substantial threat to both personal safety and reasonable order within the school and will not be tolerated. A fight will be defined as "two or more individuals involved in aggressive physical contact with one another." Students need to avoid a physical confrontation at all costs. If this situation is present, students must walk away and report to an adult immediately. Students involved in a first incident of fighting may be subject to suspension from school. Fights may be reported to appropriate law enforcement agencies. Subsequent incidents may result in a suspension of up to ten days and a possible recommendation for expulsion from school.

Vandalism/Damage to Property or Loss of School Property

Students will be held responsible for damaging or defacing school property or the property of others in any way. Students will be held responsible for the loss of school property. Students will pay appropriate restitution for the repair,

clean up, or replacement of affected property and will be subject to other disciplinary action as deemed appropriate by the school administration. In the case of vandalism or damage of property, the offender may be reported to appropriate law enforcement agencies.

Prevention of and Response to Bullying, Intimidation, and Harassment

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

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge ~~status~~ from ~~the~~ military service, sex, sexual orientation, gender ~~identity~~ orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, ~~status of being~~ homelessness, ~~or~~ actual or ~~potential~~ marital status ~~or parental~~ parenting status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school related activity, function, or program.

Definitions from Section 27-23.7 of the *School Code* (105 ILCS 5/27-23.7)

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole

or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-2.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, District Complaint Manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:	Name:	M. Curt Richardson
and	Address:	1809 West Hovey Ave; Normal IL 61761
Nondiscrimination	Email:	richardmc@unit5.org
Coordinator:	Telephone:	(309) 557-4082
Complaint Manager:	Name:	Dayna Brown
	Address:	1809 West Hovey Ave; Normal IL 61761
	Email:	brownda@unit5.org
	Telephone:	(309) 557-4032

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parents/guardians of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
    a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
    b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
    c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
    d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

6. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
7. 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.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification or areas of a school where bullying occurs;

d. The types of bullying utilized; and
e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the *Board policies*, including without limitation, the following:
    a. *2.260* ~ A student may use this policy to complain about bullying.
    b. *6.60* ~ Bullying prevention and character instruction is provided in all grades in accordance with State law.
    c. *6.65* ~ Student social and emotional development is incorporated in the District's educational program as required by State law.
    d. *6.235* ~ This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
    e. *7.20* ~ This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic (the list of characteristics in 7.20 is the same as the list in this policy).
    f. *7.185* ~ This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
    g. *7.190* ~ This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
    h. *7.310* ~ This policy prohibits students from, and provides consequences for: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Cross-References:
Board Policy 2.260, *Uniform Grievance Procedure*
Board Policy 7.20, *Harassment of Students Prohibited*
Board Policy 7.180, *Preventing Bullying, Intimidation, and Harassment*
Board Policy 7.190, *Student Behavior*

Sexual Harassment Prohibited

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

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or

2. Has the purpose or effect of:
    a. Substantially interfering with a student's educational environment;
    b. Creating an intimidating, hostile, or offensive educational environment;
    c. Depriving a student of educational aid, benefits, services, or treatment; or
    d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

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

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 affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

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 under this policy will be processed under Board Policy 2.260, 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 Ill. 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/aboutus/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 caseby-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 Board Policy 7.190, Student Behavior.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2.260, Uniform Grievance Procedure).

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

Cross Reference Board Policy 2.270

Making a Complaint, Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Associate Principal, Assistant Principal, or a Complaint Manager, or anonymously via the District's *Bullying Hotline* (phone number is located on the District's website and in the *Parent/Student Handbook*). A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Associate Principal, or Assistant Principal, for appropriate action.

Contact the District Office for the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Complaint Manager: and **Nondiscrimination Coordinator:**	Name:	M. Curt Richardson
	Address:	1809 West Hovey Ave; Normal IL 61761
	Email:	richardmc@unit5.org
	Telephone:	(309) 557-4082
Complaint Manager:	Name:	Dayna Brown
	Address:	1809 West Hovey Ave; Normal IL 61761
	Email:	brownda@unit5.org
	Telephone:	(309) 557-4032

The Superintendent or designee shall use reasonable measures to inform staff members and students of this policy, such as, by including this policy in appropriate handbooks.

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 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 discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Cross Reference:
Board Policy 2.260, *Uniform Grievance Procedure*
Board Policy 7.20, *Harassment of Students Prohibited*
Board Policy 7.180, *Preventing Bullying, Intimidation, and Harassment*

Board Policy 7.190, *Student Behavior*

Theft or Possession of Stolen Property

Students responsible for stealing school or private property or for being in possession of stolen property or property reported as stolen will be subject to up to a ten (l0) day suspension from school. Specific consequences may be modified due to the relative value and/or importance of the stolen property and other circumstances of the situation. "I found it," "I bought it," or “I didn’t know it was there” will not be acceptable reasons for a student to be in possession of lost or stolen property. Those responsible for theft or possession of stolen property may also be reported to the appropriate law enforcement agency.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, which is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may remove students from a classroom for disruptive behavior.

The Superintendent, Principal, Associate or Assistant Principal is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The superintendent may suspend a student from riding the bus in excess of 10 days for safety reasons.

Cafeteria Rules

- Students shall not save seats for other students.
- Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food, milk cartons or other items.
- Students shall not trade food.
- Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
- Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
- Students shall report spills and broken containers to cafeteria staff immediately.
- Students shall be dismissed from the cafeteria by the lunch room supervisor.

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

Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. Permission to attend school field trips must be on file in the school office. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from 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.

Cross Reference:
Board Policy 6.240, *Field Trips*

Section 7 - Internet, Technology, Publications

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:

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.

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.

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.

d. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

e. 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.

Receipt and Acknowledgement of the Student Acceptable Use of Electronic Networks procedure is required before access to Electronic Networks is granted. Elementary students and their parents/guardians must initial next to the Acceptable Use statement as well as sign the receipt and acknowledgement section of the Elementary Handbook before students will be granted access.

Cross Reference:
Board Policy 6.235, *Access to Electronic Networks*
Administrative Procedure 6.235-AP1 *Student Acceptable Use of Electronic Networks*
Exhibit 6.235-E2 *Student Authorization of Acceptable Use of Electronic Networks*

Non-School-Sponsored Publications/Websites

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 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 Principal, e.g, before the beginning or ending of classes at a central location inside the building.
3. The 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; or
   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
   f. Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

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

Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. Is primarily intended for the immediate solicitation of funds; or
5. Is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

The distribution of non-school-sponsored written material must 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 material is endorsed by the school district.

<u>Access to Non-School Sponsored Publications</u>

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;

4. Is reasonably viewed as promoting illegal drug use;

5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students ; or

6. Incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus
A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Cross Reference: Board Policy 7.310, *Restrictions on Publications*

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

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

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

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

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number

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

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

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

Section 8 - Search and Seizure

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 resource officers.

Access to Student Social Networking Passwords & Websites

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. 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 or guardian to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website if school authorities have reasonable cause to believe that a student's account on a social networking website.

Cross-references:
Board Policy 7.140, *Search and Seizure*
Board Policy 7.190-AP7,E1 *Letter to Parents/Guardians Regarding Access to Student Social Network Passwords and Website*s

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

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

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

Students

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

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 is present during the questioning; and (c) if practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Cross Reference:
Board Policy 7.140, *Search and Seizure*

Section 9 - Special Education

Education of Children with Disabilities

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

The School provides a free appropriate public education in the least restrictive environment and necessary related services to each "child with a disability" enrolled in the school. The term "child with disability" means a child 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 your building principal.

Discipline of Children 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 a child with a disability as defined under IDEA. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No child with a disability shall be expelled if the child'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.

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.

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 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.

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.

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

Cross Reference:
Board Policy 6.310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*

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 Principal.

Cross Reference:
Board Policy 6.120, *Education of Children with Disabilities*
Exhibit 6.120-AP2,E1 *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*

Related Service Logs

For a child with an individualized education program ("IEP"), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

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

PUNS (Prioritization of Urgency of Need for Services)

Database Information for 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:

_Carrie Chapman, Director of Special Education: 557.4400

Section 10 - Student Records, Privacy

Student Privacy Protections

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

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

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.

5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material

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

Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy. Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

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.

Cross References:
Board Policy 7.15, *Student and Family Privacy Rights*
Exhibit 7.15-E1, *Notification to Parents of Family Privacy Rights*

Student Records

Definition

A school student record is any writing or other recorded information concerning a student and by which a student may be individually identified, maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored.

A school record does not include any of the following:

1. Writings or other recorded information maintained by an employee for his or her exclusive use, provided they are destroyed not later than the student's graduation or permanent withdrawal, and are not released or disclosed to any other person except a substitute teacher ILCS 105 ILCS 10/2(d)
2. Information maintained by law enforcement professionals working in the school 105 ILCS 10/2(d)

Categories of School Student Records

The district maintains permanent records and temporary records for each student. Student permanent records are maintained for not less than 60 years and student temporary records are maintained for not less than 5 years after the a student has transferred, graduated or otherwise permanently withdrawn.

A student's permanent record contains the following information:

(1) Basic identifying information;
(2) Academic transcript; Report cards
(3) Attendance record;
(4) Record of release of permanent record information; and
(5) High school State assessment test scores;

And may also consist of:

(1) Honors and awards received; and
(2) Participation in co-curricular activities or athletics.

A student's temporary record contains the following information:

(1) A record of release of temporary record information;
(2) Elementary State assessment test scores;
(3) Completed home language survey form;
(4) Information regarding serious infractions that resulted in discipline; and
(5) Indicated Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act
(6) Accident Reports
(7) Health related information

And may also consist of:

(1) Family background information;
(2) Intelligence test scores, group and individual;
(3) Aptitude test scores;
(4) Reports of psychological evaluations;
(5) Elementary and secondary achievement level test results;
(6) Participation in co-curricular activities or athletics;
(7) Honors and awards received;
(8) Teacher anecdotal records;
(9) Other disciplinary information;
(10) Special education files;
(11) Any verified reports or information from non-educational persons, agencies or organizations; and
(12) Other verified information of clear relevance to the education of the student.

Inspection and Access

A parent or any person specifically designated as a representative by a parent has the right to inspect and copy all school student permanent and temporary records of that parent's child. A student shall have the right to inspect and copy his or her school student permanent record. Costs for copies of school student records or any portion thereof shall be $.15 per page, provided, however, no parent or student shall be denied a copy of school student records due to inability to bear the cost of such copying.

No person who is prohibited by an order of protection from inspecting or obtaining school records of a student pursuant to the Illinois Domestic Violence Act of 1986 shall have any right of access to, or inspection of, the school records of that student. The district may prohibit a parent's or student's access to confidential letters and statements of recommendation furnished in connection with applications for employment to a post-secondary educational institution or the receipt of an honor or honorary recognition.

A parent's or student's request to inspect and copy records must be granted within a reasonable time, and in no case later than 15 school days after the date of receipt of such request.

Confidentiality

School student records are confidential and information contained therein will not be released other than as provided by law. No school student records or information contained therein may be released, transferred, disclosed or otherwise disseminated, except as follows:

(1) To a parent, student, or authorized representative;
(2) To an employee of the district with current demonstrable educational or administrative interest in the student, in furtherance of such interest;
(3) To the official records custodian of another school in which the student has enrolled, or intends to enroll, upon the request of such official or student;
(4) To any person for the purpose of research, statistical reporting, or planning;
(5) Pursuant to a court order;
(6) To any person as specifically required by State or federal law;
(6.5) To juvenile authorities when necessary for the discharge of their official duties;
(7) To appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of the student or other persons;
(8) To any person, with the prior specific dated written consent of the parent;
(9) To a governmental agency in furtherance of an investigation of a student's school attendance;
(10) To SHOCAP committee members who fall within the meaning of "state and local officials and authorities" for the purposes of identifying serious habitual juvenile offenders and matching those offenders with community resources; or
(11) To the Department of Healthcare and Family Services in furtherance of the requirements of Section 2-3.131, 3-14.29, 10-28, or 34-18.26 of the School Code or Section 10 of the School Breakfast and Lunch Program Act.
(12) To the Illinois State Board of Education or another State government agency in order to audit federal and State programs or perform research and planning.

Information may not be released pursuant to subparagraphs (3) or (6) above unless the parent receives prior written notice of the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

Challenging Student Records

Parents may challenge any entry in their child's school student records except for academic grades and references to expulsions or out-of-school suspensions if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. Challenges can be made on the basis of:

1) accuracy;
2) relevance; or
3) propriety.

Challenges must be in writing, request a hearing, and contain notice of the specific entry or entries to be challenged and the basis of the challenge. When a challenge is received by the district, an initial informal conference with the parents will be scheduled within 10 business days. If the challenge is not resolved by the informal conference, a hearing will be

held. A hearing officer, who shall not be employed in the attendance center in which the student is enrolled, shall be appointed by the district. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parents and school officials. The hearing officer will notify parents and school officials of the time and place of the hearing.

At the hearing each party shall have the following rights:

(1) The right to present evidence and to call witnesses;
(2) The right to cross-examine witnesses;
(3) The right to counsel;
(4) The right to a written statement of any decision and the reasons therefore;

A verbatim record of the hearing will be made. A written decision of the hearing officer will be transmitted to the parents and the school district no later than 10 business days after the hearing and will be based solely on the information presented at the hearing. Any party has the right to appeal the decision of the hearing officer to the Regional Superintendent within 20 school days after such decision is transmitted. If the parent appeals, the parent shall so inform the school and within 10 business days the school will forward a transcript of the hearing, a copy of the record entry in question and any other pertinent materials to the Regional Superintendent. The school may initiate an appeal by the same procedures. The Regional Superintendent will make findings and issue a written decision to the parents and the school within 20 school days of the receipt of the appeal documents. Final decisions of the Regional Superintendent may be appealed to the circuit court of the county in which the school is located.

Directory Information

The district routinely discloses “directory” type information without consent. Directory information is limited to: student’s name, address, gender, grade level, and birth date and place, and parents' names, mailing addresses, electronic mail addresses, and telephone numbers; photographs, videos and digital images used for informational or news-related purposes of a student participating in school or school-sponsored activities, organizations and athletics that appear 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; and period of attendance at the school. Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the building principal within 30 days of the date of this notice.

Destruction of School Student Records

The district destroys school student records when it is no longer required to maintain them. Before any school student records are destroyed or information deleted therefrom, the parent of the child to whom those records pertain will be given reasonable prior notice at his or her last known address and an opportunity to copy the records and information proposed to be destroyed or deleted.

Adverse Action

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 that the individual may obtain through the exercise of any right secured under the School Student Records Act.

Section 11 - Parental Rights and Notifications

Teacher Qualifications

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, McLean County Unit 5 is notifying every parent that you have the right and may request information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- Whether the student's teacher—
  - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher
- Whether the child is provided services by paraprofessionals and, if so, their qualifications

If you would like to receive any of this information, please contact the school office.

Cross Reference:
Board Policy 5.190, *Teacher Qualifications*

Standardized Testing

The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning objectives and statewide norms. The Superintendent or designee shall develop and supervise a student assessment program that, at a minimum:

1. Administers the State assessment system, known as the Illinois Assessment of Readiness (IAR), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See Board policy 6.280.
4. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. Board policy 7.340, and its implementing procedures govern recordkeeping and access issues.

Cross Reference:
Board Policy 6.340, *Student Testing and Assessment Programs*

Sex Education Instruction

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

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

Cross Reference:
Board Policy 6.60*, Curriculum Content*
Administrative Procedure 6.60-AP1 *Comprehensive Health Education Program*
Exhibit 6.60-E1, *Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes*

Erin's Law- Child Protection

"Erin's Law" (Public Act 96-1524) requires that all public schools in the state to implement a prevention-oriented child sexual abuse program. Students in kindergarten through fifth grade will participate in the Second Step Child Protection program. Parents or guardians may see an overview of the program at http://www.cfchildren.org/child-protection or examine the instructional materials to be used for the lesson by contacting the school. Lessons are provided annually to all students in kindergarten through fifth grade.

Cross Reference:
Board Policy 6.60-AP1 *Comprehensive Health Education*

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.

Cross Reference:
Board Policy 6.140, *Education of Homeless Children*
Administrative Procedure 6.140-AP1, *Education of Homeless Children*

Parental Involvement (Title 1)

Schools that are eligible for Title I services have an annual meeting for all parents/guardians.

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

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available

meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

If you have any questions, please contact the parent liaison for Title I services at the unit office, 309.557.4400

The school provides Parents/Guardians with access to:

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

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the State, the federal government and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to Title 1 District Coordinator at the unit office, 309.557.4400.

Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the Coordinator of Title I services at the unit office, 309.557.4400.

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

Cross Reference:
Board Policy 6.170, *Title I Programs*

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.

(1) be involved in the education of their children;, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Language Learners program, contact the Director of Multilingual Services, Leslie Webb at the unit office, 309.557.4039.

Cross Reference:
Board Policy 6.160, *English Learners*

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences. Letters verifying participation in this program are available from the school office upon request.

Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the Director of Operations at the unit office 309.557.4000.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property in which case the Structural Pest Control Act shall control.

Cross Reference:
Board Policy 4.160-AP1, *Environmental Quality of Buildings and Grounds*

Mandated Reporters

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

Cross Reference:
Board Policy 5.90, *Abused and Neglected Child Reporting*

Asbestos Management Plans

In accordance with the Asbestos Hazard Emergency Response Act, Unit 5 has developed and submitted an asbestos management plan for each Unit 5 school. Copies of a school's management plan are available at the administrative office of the school district and at the school's office. These management plans are available for your inspection during normal business hours Monday through Friday, and during other times by special arrangement.

Transfer to Another School

If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent/guardian may request a transfer to another public school within the district.

Cross Reference:
Board Policy 4.170, *Safety*

Student Handbook

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

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

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.

Cross Reference:
Administrative Procedure 4.170-AP2, *Criminal Offender Notification Laws*

Sex Offender & Violent Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois State Police website.

- Illinois Sex Offender Registry on the Illinois State Police's website, https://isp.illinois.gov/Sor
- Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website, https://isp.illinois.gov/MVOAY/Disclaimer
- Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

Cross Reference:

Board Policy 4.170, *Safety*
Exhibit 4.170-AP2,E1, *Informing Parents About Offender Community Notification Laws*

Title IX – Civil Rights

In June 1972, the Congress passed Title IX of the Education Amendments, a law that affects virtually every education institution in the country. The law prohibits discrimination by sex in educational programs that receive federal money. The spirit of the law is reflected in the opening statement: Under Title IX,

"No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.."

Title IX Grievance Procedure

1. A student or an employee shall present his/her complaint in writing to his/her building principal.
2. The building principal shall investigate the complaint within five working days and arrange for a hearing.
3. Failing a resolution at stage 1, the student or employee may present a statement of his/her grievance to the grievance officer.
4. The Title IX Coordinator for McLean County Unit District No. 5 shall serve as the grievance officer and render his/her opinion within five working days from the time of the hearing.
5. Failing a resolution at stage 2, the student or employee may present a statement of his/her grievance to the Superintendent who shall determine the matter within five working days from the time of the hearing.
6. Failing a resolution of stage 3, the student or employee may present a statement of his/her grievance to the Board of Education who shall determine the matter.
7. Failing a resolution at stage 4, the grievant may file a complaint with the Circuit Court.

There shall be no reprisal against any student or employee for filing a grievance or for utilizing the grievance procedure. For maintaining confidentiality, grievances will not be filed in a student's file or an employee's personnel file. The grievance file will be kept in the office of the grievance officer. The grievant has the same access to this file as he/she does to his/her own personnel file.

"*McLean County Unit District No. 5 is an Equal Opportunity/Affirmative Action institution in accordance with Civil rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factors prohibited by law in any of its educational programs, admissions, or employment policies.*"

Concerns regarding this policy should be referred to:

Board of Education Office
1809 W. Hovey
Normal, IL 61761
309-557-4400

The Title IX Coordinator and 504 Coordinator may be reached at the same address.

- Attorney for the District-Title IX Coordinators
- Attorney for the District- 504 Coordinator

Parent/Guardian Involvement

Parent-Teacher Conferences

Periodically during the school year, scheduled Parent-Teacher Conferences may be held. We believe these conferences are one of the best methods of sharing information about your child. Parents/Guardians will be notified as to the date and time of these scheduled conferences. In addition to these conferences, parents or teachers are encouraged to request additional conference times whenever the need arises. Please call ahead or send a note indicating the desire for a conference. Catching the teacher in the hall or after school without prior notification or during Open House activities does not provide for the best parent-teacher communication.

Parent Groups

Parent groups help build a bridge between home and school. All parents are encouraged to become active members. A good working relationship between parents and school personnel is essential to a child's growth and educational progress. Please contact your school for contact names and meeting dates of your school's parent group.

Volunteers and Visitors

In order to ensure the safety of all students, Unit 5 requires a background check for the following volunteer groups: tutors, mentors, classroom assistants, office/clerical assistants, media center/library assistant, chaperones, and co-curricular assistants/workers. Please check with the office staff at your child's school for additional details.

Volunteers help increase the effectiveness of our educational program. They assist in a wide variety of ways including help in the IMC, office, and classrooms.

All parents, guardians, and other visitors are required by law to report to the principal's office upon arrival at any school. They need to sign-in in the office and wear an ID Badge indicating they are visitors. When visitors leave, they should stop in the office to sign-out and return the ID Badge.

Parents and guardians are invited to visit classrooms during the school year, but to avoid testing days, and the weeks prior to and following vacation periods. Small children with parents frequently disturb the classroom process. Students who have school age guests visiting in their homes from out of town must obtain permission from the principal to bring those guests to school.

Cross Reference:
Board Policy 6.250, *Community Resource Persons and School Volunteers*
Administrative Procedure 6.250-AP1 *Securing and Screening Resource Persons and School Volunteers*
Exhibit 6.250-E1, *Volunteer Information Form and Waiver of Liability*

Protective Orders and Divorce Decrees

It is the policy of Unit 5 that each school cooperates as much as is reasonably possible with all parents/guardians of students in Unit 5. It is also important that teachers and administrators not become involved or embroiled in custody matters and enforcement of protective orders. If a situation arises in which a parent defies a protective order or custody agreement at school, every effort will be made to contact the other parent and/or the local police. The police agency should have information about the orders of protection and enforcement of those orders.

Enforcement of Visitation Rights

The Unit 5 school district is not to become involved in the enforcement of visitation rights. Administrators and teachers cannot become involved in determining who is to have what week and/or daily custody or visitation rights even when the schools have a copy of a divorce decree that states visitation and custody rights.

McLean County Unit District No. 5

Appendix **Exhibit**

Online Privacy Statement

The District respects the privacy of all website visitors to the extent permitted by law. This *Online Privacy Statement* is intended to inform you of the ways in which this website collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us.

There are four types of information that this site may collect during your visit: network traffic logs, website visit logs, cookies, and information voluntarily provided by you.

1) **Network Traffic Logs ~** In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as email headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

2) **Website Visit Logs ~** District websites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site (often called "referrers"), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

3) **Cookies ~** Cookies are pieces of information stored by your Web browser on behalf of a website and returned to the website on request. This site may use cookies for two purposes: to carry data about your current session at the site from one Web page to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different websites and do not exchange cookies with other entities.

4) **Information Voluntarily Provided by You ~** In the course of using this website, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

Each web page requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or the system administrator, with questions or concerns on the use of personally identifiable information.

While no system can provide guaranteed security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

Web Links to Non-District Websites ~ District websites provide links to other World Wide Web sites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this *Online Privacy Statement*; they may have their own policies or none at all. Often you can tell you are leaving a District website by noting the URL of the destination site. These links to external websites open a new browser window as well.

Please email your questions or concerns to the System Administrator.

McLean County Unit District No. 5

Exhibit

Student Authorization of Acceptable Use of Electronic Networks

User Signature of Agreement:
I understand any violations to the *Student Acceptable Use of Electronic Networks* procedure, when using the district electronic information resources, may result in the loss of my user account and in disciplinary and/or legal action. I therefore agree to maintain required standards and to report any misuse of the electronic information resources to a systems administrator.

I also agree to fully disclose to my teacher/administrator all Internet/Intranet publishing activities on school network systems and web servers. I understand that files, documents, projects and information stored on my network storage location will be deleted annually and any attempt to keep or save completed work is the sole responsibility of the student at the time of completing work.

Misuse may include, but is not limited to: any messages, information or graphics sent or intentionally received that include/suggest pornography; unethical or illegal solicitation; racism; sexism; inappropriate language; and other listings as described in the Student Acceptable Use of Electronic Networks procedure.

I have read the Acceptable Use of Electronic Networks section of the Student Handbook and understand that Internet sites are filtered and that my district electronic information resource accounts, files, email, and telephony resources may be monitored or reviewed. I hereby agree to comply with the above described conditions of acceptable use.

User Name (Please Print):_____

User Signature: _____

Date: _____

Parent/Guardian Signature of Agreement:
I have read and fully understand the Acceptable Use of Electronic Networks section of the Student Handbook. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the district, its employees, agents, or Board of Education, for any harm caused by materials or software obtained via district networks. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the terms of this Student Authorization of Acceptable Use of Electronic Networks Agreement with my child. I hereby request that my child be allowed access to the District's computer hardware, software and networked computer services, such as electronic mail and the Internet, unless otherwise stipulated.

Parent/Guardian Name (Please Print):_____

Parent/Guardian Signature _____

Date: _____

Office Use Only:
Date Received for File: _____ **By:**_____

McLean County Unit District No. 5

Exhibit

Acceptable Use Letter to Parents/Guardians

Dear Parents/Guardians:

We have the ability to enhance your child's education through the use of electronic networks, including the Internet. The Internet offers vast, diverse, and unique resources. The District's goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Your authorization is needed before your child may use this resource.

The Internet electronically connects thousands of computers throughout the world and millions of individual subscribers. Students and teachers may have access to:

- Limited electronic mail communications with people all over the world,
- Information from government sources, research institutions, and other sources,
- Discussion groups, and
- Many libraries, including the catalog to the Library of Congress, and the Educational Resources Information Clearinghouses (ERIC).

With this educational opportunity also comes responsibility. You and your child should read the enclosed *Student Acceptable Use for Electronic Networks* and discuss it together. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions.

The District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. On an unregulated network, however, it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow. To that end, the District supports and respects each family's right to decide whether or not to authorize Internet access.

Please read and discuss the *Authorization of Acceptable Use of Electronic Networks* with your child. If you agree to allow your child to have an Internet account, sign the *Authorization* form and return it to your school.

Signed_____ ***Date***_____

Medication Authorization Form

Name: _____ Date of Birth: _____

(Last, First, Middle Initial)

As the parent/guardian, I understand that it is the policy of the district that as a regular and normal practice, medication should not be administered to a student at school or when such student is involved in school activities. However, in order to provide for the critical health and well-being of students, under exceptional circumstances, medication may be administered during school hours by a certified school nurse, a registered nurse, administrative personnel, administrative designee, or self-administered by a student. I further release my child's school district, its Board of Education, and individual members thereof, and its employees shall be indemnified and held harmless from any and all claims arising out of the administration of said medication.

Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

I request that my child be assisted in taking the medications(s) described below at school by authorized persons or be permitted to medicate herself/himself as also authorized by me and my physician (see below). I further consent to the sharing of relevant medical information between the school and the physician's office.

Date	Parent/Guardian Signature	Home Phone	Emergency Phone

For parent(s)/guardian(s) of students who need to carry asthma medication or an EpiPen:
I authorize the School District and its employees and agents, to allow my child or ward to possess and use his or her asthma medication and/or epinephrine auto-injector while in school, at a school-sponsored activity, under the supervision of school personnel, or before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication (105 ILCS 5/22-30).

If you agree please initial: _____

PRINTED PHYSICIAN'S NAME:	
PHYSICIAN'S ADDRESS:	**PHONE:**
Medication:	
Purpose of Medication/Diagnosis:	
Form: (i.e. tab, injection, etc.)	
If medicine to be given "when needed." Describe indications:	
How soon can it be repeated?	
Is child authorized to medicate herself/himself?	
List significant side effects:	
Length of time this treatment is recommended:	
Must this medication be administered during the school day in order to allow the child to attend school or to address the student's medical condition that may arise at school?	
Yes No	

_____ _____ _____

Date Physician's Signature **Only** Physician's Telephone

Nurse's Initials_____

McLean County Unit District No. 5

Exhibit

Exhibit Request for Authorized Personnel to Perform a Procedure at School

TO THE LICENSED PRESCRIBER:

When it is necessary for a student to have a physician-prescribed procedure performed at school, the following information **must be provided:**

_____ is to have
(Name of Student)

_____ at _____
(Name of Procedure) (Time(s) of Day)

Special Instructions _____

_____

_____

_____

_____

_____

_____

_____

Prescriber's Name (Print or Stamp) _____

Prescriber's Signature _____

Telephone _____ Date_____

Medication student takes at home or at school _____

_____

TO THE PARENT OR GUARDIAN

I authorize McLean County Unit District No. 5 personnel to perform the procedure(s) prescribed above for my student: _____. I acknowledge that it may be necessary for the procedure to be performed by an individual other than a school nurse, and specifically consent to such practices. I agree to provide the school with all necessary supplies and equipment for the performance of the procedure. I also consent to the sharing of relevant medical information between the school and the physician's office. I agree, on behalf of myself, my spouse and my child, to indemnify and hold harmless McLean County Unit District No. 5 and its board members, officers, employees and agents from and against any claims, suits or damages in any way relating to the procedure, except for claims based on willful and wanton misconduct.

Parent or Guardian Signature _____

Address _____

Telephone _____ Date _____ Nurse's Initials

McLean County Unit District No. 5

Junior High School Handbook

2024-2025

Chiddix Junior High School
Evans Junior High School
Kingsley Junior High School
Parkside Junior High School

McLean County Unit District No. 5

Chiddix Junior High School

300 S. Walnut Street
Normal, Illinois 61761
Main Line: (309) 557.4405
Attendance Line: (309) 557.4454
Fax: (309) 557.4506
Web address: https://chiddixjhs.unit5.org/
Ms. Mariana Nicasio, Principal

Evans Junior High School

2901 Morrissey Drive
Bloomington, Illinois 61704
Main Line: (309) 557.4406
Attendance Line: (309) 557.4455
Fax: (309) 557.4507
Web address: https://evansjhs.unit5.org/
Mrs. Kimberly Martin-Boyd, Principal

Kingsley Junior High School

303 Kingsley Street
Normal, Illinois 61761
Main Line: (309) 557.4407
Attendance Line: (309) 557.4456
Fax: (309) 557.4508
Web address: https://kingsleyjhs.unit5.org/
Ms. Elisa Palmer, Principal

Parkside Junior High School

101 N. Parkside Road
Normal, Illinois 61761
Main Line: (309) 557.4408
Attendance Line: (309) 557.4457
Fax: (309) 557.4912
Web address: https://parksidejhs.unit5.org/
Ms. Sarah Crowder, Principal

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McLean County Unit District No. 5 Contact Information

1809 West Hovey Avenue ~ Normal, IL 61761-4339
Phone: 309.557.4400 ~ Fax: 309.557.4501
Web: www.unit5.org
General E-mail: district@unit5.org

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. Changes in State and federal laws may dictate amendments to sources identified in this handbook during the school year. Please see the Board's comprehensive policy manual on the District's website https://www.boardpolicyonline.com/?b=mclean_5 or at the Board office, located 1809 West Hovey Avenue, Normal, Illinois for current information.

McLEAN COUNTY UNIT 5 SCHOOLS MISSION STATEMENT

"Unit 5 will educate each student to achieve personal excellence."

McLEAN COUNTY UNIT 5 SCHOOLS DIVERSITY STATEMENT

Dear Unit 5 Community Members,

Unit 5's commitment to respecting diversity in all of its forms is vital to attaining the District mission of "educating each student to achieve personal excellence." The district remains dedicated to expanding awareness of diversity issues; engaging in proactive diversity planning; and maintaining a welcoming, effective learning environment. With the assistance of the Unit 5 Diversity and Inclusion Committee, the District will continue to establish and achieve diversity goals that will enrich our educational community. Thank you for your involvement in and contributions to our efforts.

Sincerely,

Dr. Kristen Kendrick-Weikle
Superintendent

Dayna Brown
Director of Communications/Community Relations
Diversity Officer

Section 1 - Introductory Information and General Notices

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.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, identifying their name, the date and time of arrival, and the classroom or location they are visiting, show identification, and wear a visitor's badge. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office to sign out and return their badge before leaving the school.

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

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

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco or vaping products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is 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 alsobe subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

Cross Reference:
Board Policy 8.30, *Visitors to and Conduct 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, (b) students will not be exposed to a dangerous animal or an unhealthy environment, and (c) an application must be approved before an animal may be brought into any school facility.

Cross Reference:
Board Policy 6.100, *Using Animals in the Educational Program*
Exhibit 6.100-E1*, Guidelines and Application for Using Animals in School Facilities*

Equal Educational Opportunities and Sex Equity

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

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

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the Unit Office, 309.557.4400.

School Volunteers and Visitors

All school volunteers must complete the “Volunteer Information Form and Waiver of Liability” 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.

Cross Reference:
Board Policy 6.250, *Community Resource Persons and Volunteers*
Administrative Procedure 6.250-AP1 *Securing and Screening Resource Persons and Volunteers*
Exhibit 6.250-E1 *Volunteer Information Form and Waiver of Liability*

Emergency School Closings
In cases of bad weather and other local emergencies, please listen to any local radio or television station and the Unit 5 website to be advised of school closings. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

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

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

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.

Cross Reference:
Board Policy 4.110, *Transportation*

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

Cross Reference:
Board Policy 8.70, *Accommodating Individuals with Disabilities*

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)

Cross Reference: Board Policy 4.165

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.

Cross Reference:
7:285, Food Allergy Management Program
7:285-AP1, Administrative Procedure ~ Implementing a Food Allergy Management Program

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.

Secure Gun Storage

The Board of Education of McLean County Unit 5 has adopted a resolution directing the Superintendent to include information in student handbooks about safe gun storage and the legal obligations regarding the secure storage of firearms.

Unsecured firearms put children and staff at risk in our schools and beyond. Adults may be liable both criminally and civilly when a child gains unsupervised access to firearms which are not appropriately and securely stored.

According to the Everytown for Gun Safety Support Fund, "#NotAnAccident Index," https://everytownresearch.org/maps/notanaccident/, every year, nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. That is roughly one unintentional shooting per day. More than 1,200 children die by gun suicide each year. In the overwhelming majority of these incidents, the gun used was one that belonged to someone in their home.

One study found that although 70 % of parents believe their teen cannot access the gun(s) in their home, more than one-third were contradicted by their child's report. he study also found that in households where parents said their child could not access a firearm, 21.8% of their children indicated that they could access a firearm within 5 minutes and 14.9% indicated that they could access a firearm in more than 5 minutes but less than 1 hour. Research shows that secure firearm storage practices are associated with up to an 85% reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects children in the home as well as students throughout the school district and community.

Nothing in the foregoing shall be read to establish an implied or contractual right of action for a victim of gun violence.

1. Everytown for Gun Safety Support Fund, "#NotAnAccident Index," https://everytownresearch.org/maps/notanaccident/. Analysis includes incidents that occurred between 2015 and 2019.
2. Id.
3. Johnson RM, Barber C, Azrael D, Clark DE, Hemenway D. Who are the owners of firearms used in adolescent suicides? Suicide and Life-Threatening Behavior. 2010;40(6):609-611.
4. Id.
5. Salhi C, Azrael D, Miller M. Parent and Adolescent Reports of Adolescent Access to Household Firearms in the United States. JAMA Netw Open. 2021;4(3):e210989. doi:10.1001/jamanetworkopen.2021.0989
6. Id.
7. https://everytownresearch.org/solution/responsible-gun-storage/

Unit 5 Meal Program Information

McLean County Unit District 5 uses the family portal computerized point of sale system to track meal deposits and purchases. Parents and guardians may view activity in their accounts through the family portal from the McLean County Unit 5 webpage at www.unit5.org. Accounts are usually updated by 5 pm each day.

ENTERING PAYMENTS ONLINE USING FAMILY PORTAL

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

IDENTIFYING STUDENTS IN THE BREAKFAST & LUNCH LINES

To identify students in the breakfast and lunch lines, each student swipes their ID card.

FOOD SERVICE ACCOUNT

Each family will have a food service account. If you have children in elementary or high school, all family members' purchases will be deducted from the same account. Deposits are made to one family account and the price of each child's lunch is subtracted from that account. Your head of household's username will give you access to view payments and purchases as well as enter payments online. If you need a username and password please contact the school office. If you would like separate lunch accounts for your children, please call the Food Service office at 309-557-4437. Once students have individual accounts, deposits must be sent separately for each student.

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

If students have a negative balance in their account, they will be offered a substitute lunch (such as peanut butter, crackers, milk, and fruit/vegetable) and charged for the cost. If the negative balance continues, the account will be turned over to collections.

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

A La Carte Purchases
In addition to the lunch choices, students have the option of purchasing a la carte items each day. Some of our most popular choices are: the lunch entrée: bottled juice, cookie, or breadsticks w/pizza sauce. Please talk to your children to determine the amount of money needed in their account to cover these costs. If you prefer that your child be allowed to purchase only lunch and no a la carte items, please call the Food Service office at 309-557-4437.

Students Qualifying for Free or Reduced Pr
Students that qualify for free meals do not need to deposit money for lunch. If your child wishes to purchase ala carte items, such as extra entrée, cookie, or bottled juice, you will need to deposit money for those items. The steps for payment are the same as described above.

Free and Reduced-Price Food Services; Meal Charge Notifications1

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.

Thank you for supporting the school breakfast & lunch programs. We hope this system will be convenient for you and your family. If you have any questions or concerns, please call 309-557-4437.

SECTION 2 - ACADEMIC PROGRAM

OVERVIEW

The junior high school curriculum offers students a wide variety of educational experiences designed to enrich and intellectually challenge all students. Students in 6th, 7th and 8th grade will take a core group of classes consisting of Language Arts, Literature and Composition, Math, Science, and Social Studies. All students will take Physical Education/Health. This is a yearlong course that combines physical fitness and conditioning, team and individual activities, and 6 weeks of classroom instruction in health education.

Students also enroll in a series of semester long elective classes. In 6th and 7th grade, this may include Art, Computers, Digital Media, FACS, and Gateway to Technology. In 8th grade, two semester long elective course options will be available from the following areas: Art, Digital Media, FACS, and Gateway to Technology.

In 6th, 7th and 8th grade, all music is an elective in which students may enroll in band, orchestra or chorus.

Specialized education programs are available that provide services for students with special needs. Their services include gifted education programs, 504 services, speech and language programs, CARES plans, and a variety of special education programs to meet the needs of all learners.

INSTRUCTIONAL MATERIALS CENTER

The IMC provides Information Literacy Instruction and 21st Century Skills through collaboration with classroom teachers. Various materials including print, audio, and online resources are available for use and check out; the loan period for most items is three weeks. Students are assessed late fees per school day per item if not returned by the due date. The IMC also promotes lifelong learning and reading through collaboration with the local public libraries and other Junior High libraries in programming and special events.

PHYSICAL EDUCATION

The basic uniform for physical education class consists of black shorts, gray T-shirt, socks and gym shoes. The student's last name should be on the back of the shirt in black letters and should also be on all other pieces of clothing and equipment.

MEDICAL EXCUSE FROM PHYSICAL EDUCATION/HEALTH

If you must be excused from Physical Education/Health activity for more than three days because of illness or injury, you must have a physician's request that states:

1. Type of illness or injury
2. Activities in which you cannot participate
3. The specific length of time this request is to be effective

The request must be presented to the School Nurse before school. She will forward it to your Physical Education teacher. A physician's request to excuse a student from some Physical Education activities due to a long-term or chronic medical problem will be honored. If the condition persists into the following school year, a new request must be brought from the physician. Physician's requests will be kept on file as a permanent document by the School Nurse.

RELIGIOUS EXEMPTION FROM PHYSICAL EDUCATION/HEALTH

Students may be excused from physical education courses based on religious prohibitions. A student must present an appropriate excuse from his/her guardian or a member of the clergy. 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.

Cross references:
Board Policy 7.260, *Exemption from Physical Activity*

COMPUTER TECHNOLOGY

Unit 5 provides access to a variety of electronic devices, networking systems and software in order to promote educational excellence. Students who violate terms of the District's Acceptable Use of Electronic Networks Policy and related procedures will lose the privilege of using these resources and may also receive disciplinary action ranging from detention, suspension, expulsion, and/or appropriate legal action.

HOMEWORK

The assignment of homework serves several purposes. It provides opportunities for students to reinforce and practice newly acquired skills or to apply recent learning to real-life situations. Homework may also consist of assignments that help students prepare for class participation. Extended homework assignments provide students the opportunity to apply time management and organization skills in order to monitor and complete assignments within the allotted time frame.

The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

GRADE REPORTS

Student Academic Grade Reports are available through the parent portal link from either the Unit 5 website or the individual school website. Academic Report Cards are not mailed to parents with 6th – 12th grade

students who have internet access, unless requested through the Guidance Office. If parents do not have internet access, your student's Academic Report Cards will be mailed to you at the end of each nine-week grading period. Parents/guardians are invited to contact teachers or counselors with any questions or comments regarding grades.

SECTION 3 - ATTENDANCE & PROMOTION

ATTENDANCE

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

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

Cross references: Board Policy 7.70, *Attendance and Truancy*

ARRIVAL TIME PROCEDURE

Overview

The school day starts at 8:45 a.m. The school will open for students at 8:20 a.m. All students must enter the building through the front doors. After students arrive on school grounds, they must stay until the end of the scheduled day. Leaving school grounds without permission after arrival is not permitted and will result in consequences ranging from a verbal reprimand to suspension from school.

Dismissal Time Procedure

At the end of the school day, students are expected to go to their lockers immediately and then leave the classroom area promptly, unless they have a scheduled activity or a meeting with a teacher. Students are to leave the building by 3:55 p.m.

Unit 5 Bus Riders

All students who are transported by Unit 5 buses must exit through the doors designated by the building administration.

Car Transportation

All students who are picked up after school by car should exit the building and be picked up in a location designated by the building administration.

Walkers

Walkers must exit through the doors designated by the building administration. Walkers may not be on the bus lane, or they will be treated as if they were out of their assigned area.

EARLY DISMISSAL

When weather requires that school be dismissed early, notification will be given to the news media so parents/guardians will know when school will be dismissed. All school functions are canceled when school is dismissed early, unless a team is involved in IESA State Tournament play.

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. there are two types of absences: excused and unexcused as defined below. The school may require documentation explaining the reason for the student's absence.

Excused Absences

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

- Illness(including up to 5 days per school year for mental or behavioral health of the student) or injury
- Serious illness or death in the family
- Medical or dental appointment (an appointment card or other verification from the doctor's or dentist's office may be required)
- Unavoidable accident or emergency
- Official school trips
- Observance of a Religious holiday or event
- Circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety
- Court Appearance (beyond student's control)
- Attending a military honors funeral to sound "Taps" if the child is in grades 6 through 12
- Attend a civic event*
- Military Family Absence**
- Other situations beyond the control of the student as determined by the board of Education in Board Policy 7.70

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

**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-supported postings. Students are responsible for obtaining assignments and ensuring assignment completion.

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

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

- Lack of a ride to school
- Missing the school bus
- Oversleeping
- Participation in non-school sponsored activities
- Personal business
- Private vehicle breakdown or failure to start
- Vacation

Please note that by state law, students must be in academic classes 300 minutes a day (not including passing time) to receive a full day of attendance credit and 150 minutes to receive a half day attendance credit.

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

Reporting Absences
Each day that a student is absent, his/her parent or guardian must call the Attendance Line before 8:45 a.m. to explain the reason for the absence. This is required regardless of a student's age at the time of the absence. The attendance phone line is available 24 hours per day. If a call has not been made to the school by 10:45 a.m. on the day of a student's absence, a message will go out by the attendance office to remind the parent/guardian to call the attendance line. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

When students return from a reported absence, they are to report directly to their first period class. An individual Absent/Tardy Notice will not be required. If the absence was not properly reported, report directly to the appropriate Assistant Principal.

Procedure for Leaving School Early

1. A parent/guardian must call the school to make arrangements for a student to check out early. <u>This call should be made in advance when possible</u>.
2. If the student's check out time is during a class period, the pass will be delivered to the classroom. If his/her check out time is during a passing period, the student may report directly to the office.
3. At the appropriate time, the student should report to the office and sign the Student Check-Out List. The student's copy of the Absent/Tardy Notice will be kept in the office until he/she returns to school.
4. All students checking out early must be picked up in the office and signed out by a parent or guardian, unless specific alternate arrangements have been approved.

If a student returns to school during the same school day in which the student left early, the student must report to the office to pick up his/her Absent/Tardy Notice, which will be the student's pass for re-admission to class.

Procedure for Arriving Late to School

1. If students are not in their first period class at 8:45 a.m., they must check in at the main office before reporting to any class. If the tardiness was not previously reported, the student's parent/guardian may be contacted.
2. Students will be given the yellow copy of an Absent/Tardy Notice with which they will be admitted to class that day. This copy is for the student to keep.
3. Students will receive progressive consequences for repeated unexcused tardies.

Prearranged Absences

Any time that students know in advance that they will be absent from school due to family vacation, required court appearance, or unavoidable circumstances not considered as excused, the parent or guardian must contact the Associate Principal to request a Prearranged Absence. It is the student's responsibility to secure a prearranged Absent/Tardy Notice from the office and to make arrangements with each of his/her teachers regarding assignments. This should be done at least three days prior to his/her absence. Please note that pre arranging an absence does not excuse absences that would otherwise be unexcused.

Cross Reference:
Board Policy 7.70, *Attendance and Truancy*

WITHDRAWAL FROM SCHOOL

Parents must notify the guidance office of their student's intent to withdraw. On the student's last day of attendance he/she must report to the guidance office before school. After the student checks out of each class and clears all financial obligations, he/she will be eligible for a refund of the unused portion of registration fees. The student's records will be forwarded as soon as the guidance office receives written authorization for the records to be released.

Release Time for Religious Instruction/Observance

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

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

Cross Reference:
Board Policy 7.80, *Release Time for Religious Instruction/ Observance*

ATTENDANCE AT SCHOOL ACTIVITIES

Students must be in regular school attendance all day on the day of an activity in order to be eligible to participate in or attend any after-school co-curricular activity. Exceptions may be granted only by a building administrator.

Students leaving the building during any co-curricular activities, athletic games, etc. will not be readmitted to the scheduled event. Exceptions may be granted only by the administration.

MAKE-UP WORK

For all absences, a student will be permitted to make up any missed work, including homework and tests. The student is responsible for obtaining assignments from his/her teachers.

Arranging Make-Up Work

- If a student will be out of school two or more days, the parent/guardian should contact the school before 9:00 a.m. on the second day of absence. Assignments will be available for pickup after 2:45 p.m. that day.
- If a student will be absent two weeks or more, the parent/guardian should contact their student's counselor to inquire about homebound instruction.

Make-Up Work for Absences

All assignments and tests missed due to absence must be made up, regardless of the reason for a student's absence. Students will generally be allowed the number of days absent, not to exceed one week, to make up work missed due to absence. However, students may be required to take previously announced tests or turn in long-term assignments and projects on the day they return to school.

It is the responsibility of each student to get class notes or other material missed due to an absence. The student's teacher or other students may be contacted to get these materials. Students should be fully prepared to take any announced exam that was scheduled before his/her absence. The following guidelines should be used in setting deadlines for completion of make-up work:

- Make-up - given one day's notice, a student may be required to take a test or complete other make-up work at a prearranged time. The penalty for not completing this work will be decided by the teacher. The student must meet deadlines for tests and class work. It is the student's responsibility to be aware of all class assignments.
- Prearranged - as determined prior to absence.
- School-Initiated Absence (field trips, contests, performances, etc.) - assignments and exams may be required in advance or as soon as the student returns to class. It is the student's responsibility to be aware of any work missed or announced during an absence of this nature. A student may be excluded from participation in any activity if involvement in that activity is unduly interfering with academic performance. Contact the teacher, sponsor, or coach as early as possible to discuss any such problems.

Cross Reference:
Board Policy 7.70, *Attendance and Truancy*

TRUANCY

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

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

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

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

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

Chronic or habitual truants will be deemed to have withdrawn from enrollment after 15 consecutive unexcused absences, absent notice of exigent circumstances. ~~In addition, students who have notified the main office of an anticipated absence of 15 consecutive school days or longer without valid cause (e.g. traveling or visiting family out-of-town for an extended period of time), will be deemed to have voluntarily withdrawn from enrollment~~. Students withdrawn from enrollment may re-enroll following the District's normal registration process at any time.

Cross Reference: Board Policy 7.70, *Attendance and Truancy*

Accurate attendance information is required by the State of Illinois and is important to ensuring student safety. Students may not falsify, or contribute to falsification of, attendance information through either written or telephone means. Violators of this provision will be subject to a detention, or suspension from school.

CHRONIC ABSENTEEISM

Parents/Guardians may receive automated notifications of their child's absences.

According to the State Board of Education Excessive Absenteeism is defined as those students who have missed 5% out of the last 180 school days.

Therefore, during the school year, the school will be requesting medical documentation once a student has missed over 5% of the current school year (unless doctor notes have already been received) and a parent will be required to come in during school hours for a conference. The conference will be held with the school nurse, the student's counselor and an administrator. The purpose will be to discuss the reasons for those absences.

Student attendance at school is a large factor in the success students experience at school. The early years are a critical period in children's learning and development. Every child should be counted present every

day. Every day of school matters. Being absent too many days from school can make it difficult for students to stay on-track academically and maintain the momentum to graduate from high school in order to be college-or career-ready. Every day of school attendance matters for all students and their families. It is crucial, therefore, that the implications of chronic absence be understood and reviewed regularly.

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

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

The District will follow its diagnostic procedures in Board Policy 7.70 for identifying the cause(s) of a student's chronic absenteeism, including requesting documentation for absences and interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem. Students with excessive absences will be subject to administrative consequences.

HOME and HOSPITAL INSTRUCTION

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

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

A student who is unable to attend school because of pregnancy 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 nurse indicates, in writing, that she is medically unable to attend regular classroom instruction; and (2) as well as for up to 3 months after the child's birth or a miscarriage.

Cross Reference:
Board Policy 6.150, *Home and Hospital Instruction*

GRADING & PROMOTION

School report cards are electronically posted to the parent portal each semester. Parents can view grades at any time throughout the year by logging in to the Infinite Campus Parent Portal. 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.

Cross Reference:
Board Policy 6.280, *Grading and Promotion*

SECTION 4 - STUDENT FEES

Overview
The district 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. 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 same income guidelines, with the same limits based on household size, that are used for the federal free meals programs
2.
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.
4. The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

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

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

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

Fines, Fees, and Charges; Waiver of Student Fees
Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

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

- The student currently lives in a household that meets the income guidelines, with the same limits based on household size that are used for the federal free meals program.

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

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

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

Cross Reference:
Board Policy 4.140, *Waiver of Student Fees*
Administrative Procedure 4.140-AP1, *Fines, Fees, and Charges – Waiver of Student Fees*
Exhibit 4.140-E1, *Application for Fee Waiver*

SECTION 5 - TRANSPORTATION & PARKING

Overview
Many students must be transported to school by bus. The Unit 5 Transportation Director will make bus assignments for eligible students. Any request for a change in bus assignment or for a change in pick-up or departure point must be made to the Transportation Director.

The telephone number is 557-4287 (557-4BUS).

Bus Transportation
Bus Assignment

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

Bus Service

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

GENERAL RULES FOR UNIT 5 SCHOOL BUS RIDERS
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.

Parents will be informed of inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

1. Bus behavior has the same expectations as the school/classroom.
2. Talking and other distractions to the driver must be kept to a minimum.
3. No talking at all when the bus comes to a railroad crossing, so the driver can hear any approaching trains.
4. While on the bus and while the bus is in motion, you must stay in your seats with arms and legs out of the aisle.
5. Get permission before opening a window, and do not throw or stick anything out of the window.

6. There is to be no loud talking and/or yelling on the bus.
7. Cross the road at least ten (10) feet in front of the bus and then only on a signal from the driver.
8. While unloading, let the student closest to the front get off the bus first.
9. Move away from the bus door quickly after unloading. Stay clear of the rear wheels. Never walk behind the bus.
10. No inappropriate use of cell phones will be allowed on the bus (i.e. taking pictures, movies, recordings, etc.).

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

- Be waiting at your bus stop on time.
- Enter and exit the bus only when the bus is fully stopped.
- Students must scan their Bus ID when they board the bus and when they exit the bus.
- Choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
- Do not move from one seat to another while on the bus.

GROSS MISCONDUCT

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

- Prohibited student conduct as defined in the Student Discipline policies.
- Willful injury or threat of injury to a bus driver or to another rider.
- Willful and/or repeated defacement of the bus.
- Repeated use of profanity.
- Repeated willful disobedience of the bus driver's or other supervisor's directives.
- Such other behavior as the administration.

Bus Discipline

The driver may report students who refuse to follow the bus behavior rules or maintain appropriate behavior to the school office for disciplinary action. Depending on the severity of the offense and past bus behavioral concerns, consequences will range from a student conference to an out of school suspension.

Frequent or severe reports may result in an immediate bus suspension and referral to the Board of Education for possible suspension from the bus for the remainder of the school year. Bus riding is a privilege that may be revoked.

The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct. Additionally, the School Board may suspend the student from riding the bus for a period in excess of 10 days if the student has engaged in gross disobedience or misconduct that endangers others. Parents will be liable for any defacing or damage students do to the bus.

Video and audio recording devices may be used on school buses as necessary in order to monitor conduct and maintain a safe environment for students and employees. Recordings may be used for the purposes of investigation into misconduct or accidents on the bus.

PRIVATE TRANSPORTATION

Students may accept private transportation to or from school only as arranged by their custodial parents. Parents may call the office regarding transportation arrangements with anyone other than an appropriate family member or a Unit 5 school bus.

BICYCLES
Bicycles may be parked in the bicycle racks located at each school. Bicycles should always be locked when unattended. Ride safely by observing the following practices:

- Obey all traffic signs and regulations.
- Stay to the right.
- Ride single file.
- Yield to motor vehicles and pedestrians.
- Signal your intentions.
- Do not ride near vehicles parked in the parking lot**.**

PEDESTRIANS
Students are expected to use sidewalks wherever available and to observe safety precautions when crossing streets.

TRANSPORTATION FOR SCHOOL ACTIVITIES
Students must utilize school transportation to and from all school activities for which transportation is provided. For these events, parents of the student may transport their student only if specific arrangements are made in advance with the activity sponsor. Transportation may not be provided in some instances. These instances would include, but not be limited to: practices, athletic contests, music events or club activities held within the Bloomington-Normal area when it is deemed more practical for the students to meet the coach or sponsor at the site. In these cases it will be the responsibility of the parent to arrange safe transportation.

Parking
The school has many locations available for school visitor parking.

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.

Cross Reference:
Board Policy 4.110, *Transportation*
Administrative Procedure 4.170-AP3, *School Bus Safety Rules*
Board Policy 7.220, *Bus Conduct*
Administrative Procedure 7.220-AP1, *Electronic Recordings on School Buses*

SECTION 6 - HEALTH & SAFETY

SCHOOL NURSE
The primary function of the school nurse is to promote student health and safety and maintain student records. If a student becomes ill or injured at school when the nurse is not present, another school official will provide care. Please contact the school nurse at your child's school any time you have questions or concerns This handbook is not intended to be all inclusive. Students will be excluded from school for any health condition that in the professional, clinical judgment of the Certified School Nurse places that student or others in the school community at a health or safety risk. Certified School Nurses utilize Evidence Based Practice and collaboration with health care professionals and organizations to make decisions best for the students and school community.

PROCEDURES

1. If you become ill or injured during the school day, report to the Nurse's Office with a Hall Pass from the class you are in or will be missing. Do not come in between classes without a Hall Pass.
2. Sign in and out of the Nurse's Office on the sign-in sheet on the nurse's desk.
3. If it is necessary for you to be excused from school, the nurse will contact your parent/ guardian and will write an Absent/Tardy Notice. Do not call/text your parent/guardian before reporting to the nurse.
4. No treatment except first aid will be given by the nurse. If additional treatment is required, the nurse will contact the parent/guardian to make appropriate arrangements.
5. If the school nurse is not available, you are to report directly to the Main Office.

ILLNESS OR ACCIDENTS AT SCHOOL

All accidents and illnesses which occur at school or at a school function are to be reported to the office. If they are considered serious or if the accident or illness remains in question to the school nurse or office staff, parents will be notified.

The Illinois General Assembly does not require school districts to carry student accident insurance. If a student is injured at school or during a school activity, the parent/guardian's health insurance company should be contacted for coverage.

Additionally, the State of Illinois All Kids health insurance program is available to all children in the state regardless of income level. This program provides health insurance for children which includes accident insurance. Information about the All Kids program can be found at www.illinois.gov/hfs/medicalprograms/allkids.

Cross Reference: Board Policy 4.170, *Safety*

Emergency numbers

Emergency information will be maintained for all students and should be filled out during the registration process. It is important to have the name and phone number of a person other than the parent/guardian to call in case of a school emergency when parents cannot be reached. Please contact your school office if any changes in this emergency information occur during the school year.

Immunization, Health, Eye and Dental Examinations

Illinois law requires that all students entering an early childhood program, kindergarten, sixth, or ninth grades, or transferring from out of state, have a physical examination within one calendar year *prior* to the date of entry. The examination must include a complete immunization record and medical history. Students transferring from another Illinois school must present copies of their current Illinois health records.

Section 27-8.1 of the Illinois School Code states: "If a child does not comply…then the local school authority shall exclude that child from school until such time as the child presents proof of having had either the health examination or those required immunizations which are medically possible to receive immediately."

All students entering ECE, Pre-K, Kindergarten, 6th grade, and 9th grade must submit a current physical exam and complete immunization record by the FIRST DAY OF SCHOOL. For detailed information on immunization

requirements, click on the link below or check with your health care provider.
https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf

Children without physicals and immunizations will NOT be allowed to start school until the school nurse receives the records. NO appointment cards will be accepted. *Sports physicals are NOT accepted for this requirement.* It is strongly recommended that you turn in these requirements by the walk in registration date each year either in person or by mailing it to the school.

Parents/guardians who object to the health examination or immunizations on religious grounds must present an "Illinois Certificate of Religious Exemption to Required Immunizations and/or Examination" form found at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf

This form must be signed by both the parent/guardian and the child's health care provider responsible for performing the child's health examination. If a child cannot be fully immunized because of health reasons (medical contraindication), the physician must state this fact on the health examination certificate.

In the event of a diagnosed case of a communicable disease the school nurse will consult with the McLean County Health Department to determine the need to exclude students not protected by immunizations, utilizing the most current Illinois Department Public Health Rules and Regulations.

The following immunizations are required by the State of Illinois for students in grades Pre-K through 12. The specific requirements for each are determined in Section 665.240 (Basic Immunization) and Section 665.250 (Proof of Immunity) of Title 77 of the Illinois Administrative Code.

1. DPT/DTaP/Tdap
2. OPV/IPV
3. Measles/Mumps/Rubella (MMR)
4. Varicella
5. Hepatitis B (required for early learning programs and 6th grades and up)
6. Hib (required for early learning programs)
7. Pneumococcal (required for early learning programs)
8. Meningococcal (required for 6th-8th grades and 12th grade)

EYE EXAMINATION
Effective in 2008, Illinois law requires all children in kindergarten or enrolling for the first time in an Illinois School to have an eye examination completed by a licensed ophthalmologist or optometrist on file at the school by the first day of school.

DENTAL EXAMINATION
Effective July 1, 2005 – Public Act 93-946 requires all Illinois children in kindergarten, second and sixth grades to have an oral health exam. Each child shall present proof of exam by a dentist prior to May 15 of the school year.

EXEMPTIONS
A student will be exempted from the above requirements for:

- Religious grounds if the student's parent/guardian presents to the Building Principal an "Illinois Certificate of Religious Exemption" form signed by both the parent/guardian and the health care provider;
- Health examination or immunization requirements on medical grounds if a physician provides written verification;
- Eye examination requirement if the student's parent/guardian shows an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
- Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

Cross Reference:
Board Policy 7.100, *Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students*

Student Medication

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian and healthcare provider with prescriptive authority must complete a School Medication Authorization Form requesting that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

~~Except when the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen®, an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician, no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. Teachers and other non-administrative school employees, except nurses, shall not be required to administer medication to students. However, provided a School Medication Authorization Form has been completed and signed by the student's parent/guardian and healthcare provider with prescriptive authority, teachers and other non-administrative school employees may dispense medication to students, administer medication to students, or supervise a student's self-administration of prescription or non-prescription medication as provided in Board Policy 7.270, and coaches and sponsors of school-related activities may be required to dispense and supervise a student's self-administration of medication.¶~~

Except when: (1) the school nurse or a delegated school employee administers or supervises a student's self-administration of limited over-the-counter medications; or (2) the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen ® , an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician; no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. A parent/guardian may opt-out from the administration by or supervision of a student's self-administration by the school nurse or delegated school employee of limited over-the-counter medications during online registration or by completing Exhibit 7.270-E9, Parent/Guardian Opt-Out from Administration or Self-Administration of Limited Over-the-Counter Medications.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in Board Policy 7.270 and its implementing procedures.

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

School District Supply of Undesignated Limited Over-the-Counter Medication
The Superintendent or designee may maintain a supply of undesignated limited over-the-counter medications in the name of the District and provide or administer them as necessary consistent with Policy 7.270. This may include but is not limited to: normal saline skin cleanser, Lubriderm lotion, anti-itch cream, eye irritation relief drops, contact solution, orajel, antibiotic ointment, first aid and burn cream, and numbing wipes.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector and/or asthma medication prescribed for use at the student's discretion. A student may self-administer other medication, including medication required under a qualifying plan, dispensed by a delegated school employee, provided the student's parent/guardian and healthcare provider with prescriptive authority has completed and signed a School Medication Authorization Form. A student's self-administration of medication other than an epinephrine injector or asthma medication must be under the direct supervision of a delegated school employee. A qualifying plan means: (1) an asthma action plan; (2) an Individual Health Care Action Plan; (3) an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form; (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

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

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as

necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

School District Supply of Undesignated Glucagon

The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a parent/guardian of a student who is a minor or any other individual who is at least 21 years of age to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer a medical cannabis infused product to a student.

A designated caregiver is allowed to administer a medical cannabis infused product to a child who is a student on the premises of 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, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus. The product may not be administered in a manner that, in the opinion of

the District or school, would create a disruption to the educational environment or cause exposure of the product to other students.

State law does not require school personnel to administer medical cannabis to students. Trained school nurses and administrators are allowed, but not required, to administer a medical cannabis infused product to a student who is a registered qualifying patient. Prior to the administration of a medical cannabis infused product under subsection, a school nurse or school administrator must annually complete training curriculum developed by the State Board of Education, in consultation with the Department of Public Health, on the administration of medical cannabis infused products and must submit to the school's administration proof of its completion.

A trained school nurse or administrator is allowed to administer a medical cannabis infused product to a child who is a student while on school premises, at a school-sponsored activity, or before or after normal school activities, including while the student is in before-school or after-school care on school-operated property or while the student is being transported on a school bus if:

1. The student possesses a valid registry identification card issued by IDPH;
2. A copy of the registry identification card is provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

The written authorization and a copy of the registry identification card(s) must be kept on file in the office of the school nurse. Medical cannabis infused products must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator.

Medical cannabis infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

Discipline of a student for being administered a product by a designated caregiver pursuant to this Board Policy 7.270 is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The School District Supply of Undesignated Asthma Medication section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

This School District Supply of Undesignated Epinephrine Injectors section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The School District Supply of Undesignated Opioid Antagonists section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

The School District Supply of Undesignated Glucagon section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber; or (2) fill the District's prescription for undesignated school glucagon.

The Administration of Medical Cannabis section of Board Policy 7.270 and this Handbook is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) will ensure all notifications required by State law and administrative procedures occur.

Disclaimers

Upon implementation of Board Policy 7.270, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation parent(s)/guardian(s) of students, should rely on the District for the availability of undesignated medications. Board Policy 7.270 and this Handbook do not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own

Cross References:
Board Policy 7.270, *Administering Medicines to Students*
Administrative Procedure 7.270-AP1, *Dispensing Medication*
Exhibit 7.270-E1, *School Medication Authorization Form*

FAILURE TO FOLLOW MEDICAL PROCEDURES

Failure to follow the procedures for self-administration of medication outlined in this section will be considered a disciplinary situation and will be handled according to procedures outlined in the "Controlled Substances" section of this handbook. This includes, but is not limited to, giving other students medications not prescribed for them or taking improper doses of medication. Violators will be subject to consequences ranging from suspension or a recommendation for expulsion, and may be reported to appropriate law enforcement agencies (see Over the Counter Chemical Substances).

Student concussions and head injuries

If a student sustains a physician-diagnosed concussion, either during school hours or outside of school, parents are requested to notify the school. If a student's parent/guardian is requesting academic accommodations after a concussion, the Unit 5 Concussion Staging Form must be completed by the student's physician (elementary, junior high, high school) or athletic trainer (high school only) and submitted to the school nurse.

A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be removed from participation or competition at that time. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with the Unit 5 Concussion Staging Document, signed by the student, the student's parent/guardian, and the student's physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

VISION AND HEARING SCREENINGS

Vision and hearing screenings will be conducted at state-mandated grade levels. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo the mandated vision screening. If a report of an eye examination within the last 12 months by an optometrist is on file at the school. The vision examination report must be completed and signed by the optometrist. This section of the student handbook constitutes notice to parents and guardians of students in the grades mandated for vision and hearing screenings. Vision and hearing screenings will be conducted for all students in the mandated grades unless the parent provides a written request that the student not be screened, or, in the case of vision screening, provides a current eye examination report.

DISABILITY ASSISTANCE

Persons with a disability of either a temporary or permanent nature may receive help by request through the nurse, counselors, or administrators.

HEALTH INFORMATION

Health information gathered through screening registration forms, physical exams, oral/written communication by a health care provider or parent/guardian may be shared by the certified school nurse with those individuals (i.e. teachers or other school personnel) who have an educational interest in enhancing the health and safety of the student. This information may be shared via written or electronic communication or by direct personal contact. If you do not wish this information to be shared, please send a written request to the school office by the end of the first week of attendance.

COUNSELING

Each building has counselors available to assist students who require additional assistance. Counselors will assist students in several areas including the following:

- Personal/Social - peer relationships, communication, and decision-making.
- Educational – study habits, homework, student/teacher relationships, grades, course selection.
- Vocational – career information and exploration, interests, abilities, career planning, and training opportunities.
- Testing – achievement, ability, and aptitude.

Students will be assigned a particular counselor; however, students can request to talk to the counselor of their choice. The services of a school psychologist and school social worker are also available through the Counseling Office.

Cross Reference:
Board Policy 6.270, *Guidance and Counseling Programs*

Safety Drill Procedures and Conduct

Safety drills will occur at times established by the Superintendent. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of:

- Three school evacuation drills,
- One bus evacuation drill,
- One severe weather and shelter-in-place drill, and
- One law enforcement lockdown drill to address a school shooting incident.

There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to the students.

Cross References:
Board Policy 4.170, *Safety*
Administrative Procedure 4.170-AP1, *Comprehensive Safety and Crisis Program*

Reunification Site

In the event a relocation from school and a student-parent reunification is necessary, the following are designated as the reunification sites for the following junior high schools:

School	Reunification Site
CJHS	Eastview Christian Church
EJHS	Eastview Christian Church
KJHS	Eastview Christian Church
PJHS	Eastview Christian Church

Communicable Diseases

For everyone's protection, sick students must be at home, not at school. When reporting the student's absence, please report the reason for the child's absence. The school needs to be informed of any student having a special health problem or communicable disease. Children with the following conditions should not be in school:

- A fever within the last 24 hours of 100° F or higher
- Vomiting or diarrhea within the last 24 hours
- A frequent or disruptive cough or other signs of an acute respiratory infection
- Any contagious illness such as "strep throat" that requires antibiotic therapy. Once a student has been fever free without the use of fever-reducing medications and on antibiotics for at least 24 hours, he/she may return to school.
- Any undiagnosed skin rash. A student with a rash may attend school upon presenting a physician's note stating the rash is not contagious.
- Pronounced lethargy or fatigue that interferes with participation in learning activities.
- Any other health condition that in the professional, clinical judgment of the School Nurse places that student or others in the school community at a health or safety risk. In the absence of the Certified School Nurse, this determination may be made by the building principal or his/her designee.

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

- The parent/guardian is required to notify the school nurse if they suspect their child has a communicable disease.
- In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent/guardian.
- The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease.
- A student excluded because of a communicable disease will be permitted to return to school only when the parent/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.

Cross References:
Board Policy 7.280, *Communicable and Chronic Infectious Disease*
Administrative Procedure 7.280-AP1, *Managing Students with Communicable or Infectious Diseases*

Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. The parent/guardian is 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/guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent/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 an active infestation. Infested children are prohibited from riding the bus to school to be checked for head lice.

Bed Bugs

The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the adverse health effects of bed bugs and spread of disease. Policy #7.250-AP1 Administrative Procedure - Bed Bug Protocol will be followed to provide a healthy, pest-free environment.

Cross References:
Board Policy 7.250, *Student Support Services*

Student Insurance

A low cost accident policy is available to all students. While the school has no obligation in case of an accident, the District is glad to make available this limited policy. Briefly, students may be insured for accidents which may occur while engaged in any school-sponsored activity or between home and school. Enrollment information and claim forms for the collection of insurance payments due to accidents may be obtained in the school offices or online.

Care of Students with Chronic Health Conditions

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses like diabetes 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.

It is the parent/guardian's responsibility to inform the School Nurse or Building Principal of their child's health concern, including diabetes, asthma, food allergy, and seizures. The School Nurse will then work with the family, the student, the student's physician and the classroom teacher to develop a Plan of Action. It is the parent/guardian's responsibility to ensure that The Plan and all medication and procedure forms (if needed) are completed and signed by the physician and parent/guardian before they will be implemented. Please contact your School Nurse for further information.

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

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

Cross References:
Board Policy 7.285, *Food Allergy Management Program*
Administrative Procedure 7.285-AP1, *Implementing a Food Allergy Management Program*
Exhibit 7.285-E1, *Food Allergy Awareness*

Procedures at Schools

If a student must have a medical procedure performed at school to protect their health and well-being, an "Authorized School Personnel to Perform a Medical Procedure" form must be on file at the school. The form must be filled out and signed by the health care provider and signed by the parent/guardian. The form is included in the back of the handbook. No district employee shall perform a medical procedure for any student or supervise a student performing their own medical procedure until this form is received by the school. Teachers and other non-administrative school employees, except certified school nurses, shall not be required to perform a medical procedure.

Reasonable accommodations will be made by Unit 5 schools to ensure a student receives a free and appropriate education in the least restrictive environment. In order to prevent educational interruption, procedures performed at school are limited to those requested by the parent and which the licensed health care prescriber (physician, dentist, podiatrist, physician's assistant, or advanced practice nurse) certifies cannot be scheduled outside school hours without risk to the health and safety of the student.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including performing a medical procedure.

Cross References:
Board Policy 7.270, *Administering Medicines to Students*
Administrative Procedure 7.270-AP1, *Dispensing Medication*
Exhibit 7.270-E1, *School Medication Authorization Form*

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.

Safe2Help Illinois

Safe2Help Illinois offers students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence or other threats to school safety. This program is not intended to suspend, expel, or punish students. Rather, the goal is to get students to "Seek Help Before Harm."

Call: 844-4-SAFEIL

Text: SAFE2 (72332)

Email: HELP@Safe2HelpIL.com

Additionally, resources are available by calling the National Suicide Prevention Lifeline by dialing 988 or through the Crisis Text Line by Texting HOME to 741741 to connect with a Crisis Counselor.

Cross References:
Board Policy 7.290, *Suicide and Depression Awareness and Prevention*

Treats and Snacks

Due to health concerns, allergies and scheduling, snacks for any occasion must be arranged in advance with the classroom teacher. All snacks must be store bought. No homemade snacks are allowed at school. Birthday recognitions cannot include food items. The decision will be left up to each school as to how they would like to recognize a student's birthday, but it cannot include food items.

Cross References:
Board Policy 7.285, *Food Allergy Management Program*
Administrative Procedure 7.285-AP1, *Implementing a Food Allergy Management Program*
Exhibit 7.285-E1, *Food Allergy Awareness*
Board Policy No. 6.50 *School Wellness*

Building Security

For the safety of our students, Unit 5 has adopted a closed-building concept. All exterior doors are locked with the exception of the front doors outside the office.

All visitors to the building are required to check into the office to report their purpose for being in the school. Visitors will be given an appropriate ID Badge to wear during their stay. We encourage everyone to cooperate in providing a safe learning environment for the children.

Section 7 - Discipline & Conduct

Student Behavior
The goals and objectives of this policy are to provide effective discipline practices that:

(1) Ensure the safety and dignity of students and staff;
(2) Maintain a positive, weapons-free and drug-free learning environment;
(3) Keep school property and the property of others secure;
(4) Address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and
(5) Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

To the greatest extent possible the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action.

Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances.

Parents/guardians are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance.

When and Where Conduct Rules Apply
A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including, but not limited to:

1. Using, possessing, distributing, purchasing, bartering, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, e-cigarettes, vapes, vape pens, or other vaping related products.
2. Using, possessing, distributing, purchasing, bartering, selling, or offering for sale alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, bartering, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish and medical cannabis unless the student is being administered a medical cannabis infused product as authorized under *Ashley's Law* and Board Policy 7.270).
    b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
    d. Any prescription medication when not prescribed for the student by a physician, or licensed practitioner when used in a manner inconsistent with the prescription or prescribing physician or licensedpractitioner's instructions, or without following the procedures for student medication outlined below including without limitation failing to have a completed and signed "School Medication Authorization Form" on file, failing to keep medication in the original container, giving other students medication, or taking improper doses of medication. Violations of this paragraph may be reported to appropriate law enforcement agencies. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is being administered a medical cannabis infused product as authorized under *Ashley's Law* and Board Policy 2.270.Any non-prescription medication without following Board Policy 7.270 and its implementing procedures.
    e. Any 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. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
    g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, or controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
    h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal

cannabis or controlled substances.

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

4. Using, possessing, controlling, or transferring a knife, a "weapon", as that term is defined in the *Weapons* section of this policy, or a look-alike weapon, or violating the *Weapons* section of this policy.
5. Students are allowed to possess and use electronic mobile devices before 8:45 a.m. and after 3:45 p.m., provided they do not cause a disruption and are not used, seen or heard during instructional time unless:
    a. The supervising staff member grants permission;
    b. Use of the device is provided in a student's IEP; or
    c. It is needed in an emergency that threatens the safety of students, staff, or other individuals.

    Using or possessing an electronic mobile device including but not limited to mobile (i.e. cellular or smart) phone, video recording device, personal digital assistant (PDA), iPod, mp3 player, laptop, netbook, iPad, tablet, smart watch, or other similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the devices to take photographs in locker rooms or bathrooms, cheat, eavesdrop (e.g. secretly recording a conversation), or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer or electronic mobile device, including but not limited to 'sexting' or physical aggression.

6. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
7. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores.
8. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
9. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault.
10. Teen dating violence, as described in Board policy 7.185, *Teen Dating Violence Prohibited*.
11. Causing or attempting to cause damage to, or stealing or attempting to steal, or relocating personal or school property or another person's personal property.
12. Entering school property or a school facility without proper authorization.
13. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, a school bus, or at any school activity.

14. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
15. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
16. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
17. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
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 with the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
19. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
20. Engaging in any activity, on or off campus, that: interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
21. Outside deliveries for students are not allowed. Office personnel will not accept or be responsible for deliveries of outside items such as food delivery, gifts, flowers, balloons, etc. to students.

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

Efforts, including the use of positive interventions, supports and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose a disciplinary consequence.

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.

Disciplinary Measures

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

1. Notifying parent/guardian.

2. Disciplinary conference.
3. Withholding privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension in accordance with Board policy 7.200, *Suspension Procedures*. The Building Principal or designee shall ensure that the student is properly supervised.
7. Detention provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration may use this option as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this handbook or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7.220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7.200, *Suspension Procedures*. A student who has been suspended is prohibited from being on school grounds and at school activities during the period of the suspension.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board Policy 7.210, *Expulsion Procedures*. A student who has been expelled is prohibited from being on school grounds and at school activities during the period of the expulsion.
13. Transfer to an alternative program if the student is expelled or otherwise qualified for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and/or expulsion will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension and/or expulsion. In addition to the above list of disciplinary measures, juvenile authorities or other law enforcement may be notified whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes", alcohol, or weapons, or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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

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Weapons
A student, who uses, possesses, controls, or transfers one of the following weapons at school, on school grounds, on a school bus, at any school-sponsored activity or event, or at any activity or event that bears a reasonable relationship to school, shall be expelled for at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code (18 U.S.C.§ 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
2. Ammunition;
3. A knife with a blade of at least 3 inches, switchblade knife, ballistic knife, billy club, brass knuckles, other knuckle weapon regardless of its composition, or any object listed in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
4. A look-alike firearm; or
5. Any other object if used or attempted to be used to cause bodily harm.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent or designee, and the Superintendent's or designee's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Students should report suspected possession or use of such items to any counselor, teacher, or administrator. Arrangements to bring such items to school for classroom demonstrations must be made in advance with one of the building administrators.

Required Notices
A school staff member shall immediately notify the office of the Building Principal in the event that he or she:

(1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision,
(2) observes, or has reason to suspect that, any person on school grounds is or was involved in a drug-related incident, or
(3) observes a battery committed against any staff member.

Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1,000 feet of the school, as well as school property itself.

Delegation of Authority
Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Associate Building Principal, Assistant Building Principal or School Administration Manager (SAM) is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 days for safety reasons.

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

A student handbook, including the District's student disciplinary philosophy, disciplinary policies and rules, shall be posted on the district and school websites after July 1st.

Gang And Gang Activity
"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.

Cross references:
Board Policy 7.190, *Student Behavior*
Administrative Procedure 7.190-AP2, *Gang Activity Prohibited*

Vandalism/Damage to Property
Students will be held responsible for damaging or defacing school property or the property of others in any way. Students will pay appropriate restitution for the repair, clean up, or replacement of affected property and will be subject to other disciplinary action as deemed appropriate by the school administration. The offender may be reported to appropriate law enforcement agencies

Prevention of and Response to Bullying, Intimidation, and Harassment
Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homelessness, or actual or potential marital status or parental parenting status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school related activity, function, or program.

Definitions from Section 27-23.7 of the *School Code* (105 ILCS 5/27-23.7)

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be

accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-2.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, District Complaint Manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:	Name:	M. Curt Richardson
and	Address:	1809 West Hovey Ave; Normal IL 61761
Nondiscrimination	Email:	richardmc@unit5.org
Coordinator:	Telephone:	(309) 557-4082
Complaint Manager:	Name:	Dayna Brown
	Address:	1809 West Hovey Ave; Normal IL 61761
	Email:	brownda@unit5.org
	Telephone:	(309) 557-4032

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parents/guardians of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

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a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

6. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
7. 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.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification or areas of a school where bullying occurs;
    d. The types of bullying utilized; and
    e. Bystander intervention or participation.

    The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information

must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the *Board policies*, including without limitation, the following:
    a. *2.260* ~ A student may use this policy to complain about bullying.
    b. *6.60* ~ Bullying prevention and character instruction is provided in all grades in accordance with State law.
    c. *6.65* ~ Student social and emotional development is incorporated in the District's educational program as required by State law.
    d. *6.235* ~ This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
    e. *7.20* ~ This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic (the list of characteristics in 7.20 is the same as the list in this policy).
    f. *7.185* ~ This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
    g. *7.190* ~ This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
    h. *7.310* ~ This policy prohibits students from, and provides consequences for: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Cross-References:
Board Policy 2.260, *Uniform Grievance Procedure*
Board Policy 7.20, *Harassment of Students Prohibited*
Board Policy 7.180, *Preventing Bullying, Intimidation, and Harassment*
Board Policy 7.190, *Student Behavior*

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 affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

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 under this policy will be processed under Board Policy 2.260, 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 Ill. 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/aboutus/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 caseby-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 Board Policy 7.190, Student Behavior.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2.260, Uniform Grievance Procedure).

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

Cross Reference Board Policy 2.270

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. *Board policy 7.20*. This policy prohibits any person 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).
    b. *Board policy 7.180*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

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

    a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence

    b. The Nondiscrimination Coordinator, Building Principal, Associate Building Principal, Assistant Building Principal, or a Complaint Manager identified in *Board policy 7.20*.

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.* 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.*

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

Cross-references:
Board Policy 2.260, *Uniform Grievance Procedure*
Board Policy 7.20, *Harassment of Students Prohibited*
Board Policy 7.180, *Prevention and Response to Bullying, Intimidation, and Harassment*
Board Policy 7.185*, Teen Dating Violence Prohibited*
Board Policy 7.190, *Student Behavior*

Theft or Possession of Stolen Property
Students responsible for stealing school or private property or for being in possession of stolen property or property reported as stolen will be subject to up to a ten (10) day suspension from school. Specific consequences may be modified due to the relative value and/or importance of the stolen property and other circumstances of the situation. "I found it," "I bought it," or "I didn't know it was there" will not be acceptable reasons for a student to be in possession of lost or stolen property. Those responsible for theft or possession of stolen property may also be reported to the appropriate law enforcement agency.

Delegation of Authority
Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, which is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may remove students from a classroom for disruptive behavior.

The Superintendent, Principal, Associate Principal is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to ten (10) consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of ten (10) days for safety reasons.

Cross References:
Board Policy 7.190, *Student Discipline*
7.190-AP2, *Gang Activity Prohibited*

Obstruction of an Investigation
Students who willfully obstruct the investigation of a school official by withholding information in response to direct questions or by giving information known to be false, present a potential danger to student and staff safety and delay the prompt resolution of school related problems. Students will be subject to detention assignments, or suspension from school. Students who obstruct an investigation may also be reported to appropriate law enforcement agencies.

Insubordination
Students have an absolute obligation and responsibility to follow verbal and written instructions from any faculty member and to identify themselves to any staff member in regard to all aspects of their behavior and conduct at school and school activities. Willful and deliberate refusal to do so is insubordination and may result in detention(s), suspension or a possible expulsion recommendation.

Behavior at School Activities
School activities, including events held away from the school facility, are an extension of the educational program. The same standards of conduct apply when students attend school activities as apply during the school day.

Fighting
Fighting presents a substantial threat to both personal safety and reasonable order within the school and will not be tolerated. A fight will be defined as "two or more individuals involved in aggressive physical contact with one another." Students need to avoid a physical confrontation at all costs. If this situation is present, students must walk away and report to an adult immediately. Students involved in a first incident of fighting may be subject to suspension from school. Fights may be reported to appropriate law enforcement agencies. Subsequent incidents may result in a suspension of up to ten (10) days and a possible recommendation for expulsion from school.

Public Display of Affection
Behaviors that are not appropriate for public places make other people uncomfortable show poor judgment and are demeaning to the individuals involved. Demonstrate respect for yourself and others by conducting yourself in a manner appropriate for a public place. Parent/guardian contact will be required beginning with a second incident of inappropriate display of affection. An In-School Suspension or Out of School Suspension may be assigned for flagrant offenses. Continued offenses will be handled as willful insubordination by the administration. Suspension or expulsion may result.

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.~~ 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.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Coats and sunglasses may not be worn in the building during the school day.
- No head coverings are allowed that obscure the view of the student's face. Interpretation and enforcement of this rule is up to administration discretion.
- Hair styles, dress, and accessories (scarfs/headbands) that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Metal studs, chains longer than jewelry, and any other objects that may be used as weapons or that may be hazardous to persons or property are specifically prohibited.
- ~~Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.~~
- Clothing which fails to adequately cover the body, or which is torn or altered in an explicit or suggestive manner, will not be permitted. Shirts, blouses and tops which are not tucked in must be long enough to cover the midsection when the student is in a standing or sitting position. Pants or shorts must be worn at the waist.
- Appropriate footwear must be worn at all times. Slippers and shoes with wheels are prohibited.
- If there is any doubt about dress and appearance, the building administration will make the final decision.
- A student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

If students have any questions regarding acceptability of a particular item of clothing, check with the Associate Principal before wearing the items to school. First-time offenders will be required to correct the violation before returning to class. A detention may be assigned for flagrant first offenses or any subsequent offenses. Class time missed due to inappropriate clothing may be made up as a detention or In School Suspension. Persistent violations will be handled as willful insubordination and a disciplinary consequence may be assigned.

Cross References:
Board Policy 7.160, *Student Appearance*

Cafeteria Rules

- Students shall not save seats for other students.
- Students shall walk to lunch and shall be orderly and quiet during lunch.
- Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food, milk cartons or other items.
- Students shall not trade food.
- Students shall follow the instructions of lunchroom supervisors and show proper respect toward all cafeteria personnel.
- Students shall remain seated in the cafeteria except to return to the lunch line or return trays.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.
- Students shall be dismissed from the cafeteria by the lunch room supervisor.

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

Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. Permission to attend school field trips must be on file in the school office.

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

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

Cross References:
Board Policy 6.240, *Field Trips*

Academic Dishonesty

Any student who knowingly participates in behavior that results in academic dishonesty will be subject to consequences.

The use of computer translators, electronic tampering or other misuse of computer technology in the academic setting, and any form of plagiarism, will be considered academic dishonesty.

Academic dishonesty may result in reduction of grade, loss of credit and/or other appropriate consequences.

Any student engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or emerging technologies ***(including but not limited to generative artificial intelligence technology)*** in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores will be subject to consequences, including possible reduction of grade, loss of credit and/or other appropriate consequences.

First Offense will be addressed by the classroom teacher, and the appropriate assistant principal will be notified.
Subsequent offenses will be referred to the appropriate assistant principal, and consequences issued.

Suspension and/or dismissal from co-curricular activities are realistic consequences. In addition, any stipulations outlined by sponsors of such activities will be seriously considered in the disposition of each case.

Behavior Consequences and Interventions

REMOVAL FROM THE CLASSROOM

Any certified person may remove a student from the teacher's classroom or area of supervision when, after warnings to the student by the teacher and attempts at appropriate lesser alternative disciplines, the student continues to engage in behavior which is disruptive. A student may be removed without warning when the student's behavior is so serious as to present an immediate threat to safety, health or property. Removed students shall be directed to report immediately to the Associate Principal's office. Removed students shall remain in the school in a restricted or isolated area to be selected by the Principal or designee pending further discipline when applicable.

DETENTION ASSIGNMENTS

Detention assignments may be made by individual teachers or by the Administration. Detentions may be assigned before school, after school, or during lunch. Lunch detentions may be issued at the teacher's or administrator's discretion. Students will be given written notice at least one day before the assignment is to be completed. Students must arrange for their own transportation after a detention assignment. Detention forms must be signed and returned, and detentions must be completed as assigned. A missed detention will be doubled. Students who fail to complete doubled detentions may be assigned an in-school suspension.

IN-SCHOOL SUSPENSION

An administrator may assign an In-School Suspension as a consequence for inappropriate behavior choices. Students will be supervised in the school by an administrator, teacher or teaching assistant during the In-School Suspension. Teachers will supply classroom work/activities and the students will work on assignments throughout the day.

OUT-OF-SCHOOL SUSPENSION

Suspensions from school include in-school suspensions and out-of-school suspensions, and shall be in accordance with Board policy 7.200, *Suspension Procedures*. If a student is suspended from school for gross disobedience or misconduct, he or she will be sent home for a specified period of time. During the period of suspension, the student may not be on school grounds and may not attend or participate in any school activities. A suspension ends when the student is readmitted to classes.

Credit will be given for classroom work missed due to suspension from school only if completed assignments are submitted within a period of time not to exceed the length of the suspension, up to a maximum of three (3) days. Assignments given before the period of suspension will be given credit if submitted upon a student's return to school.

EXPULSION FROM SCHOOL

Expulsions from school shall be in accordance with Board policy 7.210, *Expulsion Procedures*. Students who engage in gross disobedience or misconduct may be expelled from school for a definite time period not to exceed two calendar years. During the period of expulsion, the student may not be on school grounds and may not attend or participate in any school activities.

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

Cross Reference:
Board Policy 7.190, *Student Discipline*
Board Policy 7:190-AP2, *Gang Activity Prohibited*

SECTION 8 - INTERNET, TECHNOLOGY & PUBLICATIONS

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:

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.

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.

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.
d. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
e. 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.

Cross Reference:
Board Policy 6.235, *Access to Electronic Networks*
Administrative Procedures 6.235-AP1 *Student Acceptable Use of Electronic Networks*
Exhibit 6.235-E2 *Student Authorization of Acceptable Use of Electronic Networks*

Non-School-Sponsored Publications/Websites

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 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; or
    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

f. Incites students to violate any Board policy.

7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

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

Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. Is primarily intended for the immediate solicitation of funds; or
5. Is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

The distribution of non-school-sponsored written material must 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 material is endorsed by the school district.

<u>Access to Non-School Sponsored Publications</u>

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;

4. Is reasonably viewed as promoting illegal drug use;

5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students ; or

6. Incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Cross Reference:
Board Policy 7.310, *Restrictions on Publications*

Bulletin Boards, Signs and Posters
No notices, posters, signs, or announcements may be displayed on bulletin boards, walls, lockers, windows or doors without specific permission ofbuilding administration. Violations will result in possible school disciplinary consequences.

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

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

SECTION 9 - SEARCH & SEIZURE

Overview

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 officer

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.

Access to Student Social Networking Passwords and Websites

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. 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 in order to gain access to the student's account or profile on a social networking website.

Cross Reference:
Board Policy 7.140, *Search and Seizure*
Exhibit 7.140-E1 *Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act*

Student Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is reasonable grounds for suspecting that the search will produce evidence the 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.

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 is present during the questioning; and (c) if practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Cross Reference:
Board Policy 7.140, *Search and Seizure*

SECTION 10 - ATHLETICS AND CO-CURRICULAR ACTIVITIES

Overview

Unit 5 considers its student members of Illinois Elementary School Association (IESA) sanctioned teams and co-curricular clubs to be representative of the school. Participation in co-curricular activities, including but not limited to clubs and interscholastic teams, is considered to be a privilege. Because these students represent our school, the standard of student conduct is necessarily high and without exception.

Clubs and Organizations

Students are strongly encouraged to become involved in school activities. In general, clubs and organizations meet before or after school. Specific information on membership and participation will be in the announcements and posted on the office bulletin board.

Interscholastic Athletics

IESA

Eligibility for most athletics is also governed by the rules of the IESA and, if applicable, these rules will apply in addition to Unit 5's Athletic Code of Conduct. In a case of a conflict between IESA and this Athletic Code, the most stringent rule will be enforced.

ATHLETIC ELIGIBILITY

Eligibility will be determined for all students who are involved in athletic activities. If a student is receiving a score for a course that indicates a lack of evidence of progressing towards mastery he/she will be ineligible to participate in athletic contests during the following week. Administrators and coaches may establish stricter eligibility rules for their respective sport. These rules will be communicated verbally and in writing to the student-athletes and will be on file in the Athletic Director's office.

PROCEDURE FOR INELIGIBLE STUDENT

Students declared academically ineligible will not participate in athletic contests. They may be required to practice, required to study at school during practice time, or not allowed to remain at school during practice time. Ineligible students may not dress in uniform for athletic contests; however, they may sit on the bench. An administrator may also require an ineligible student to stay in school when an away game requires an early release from school. The ineligible-to-participate period is from 8:45 a.m. Monday to 8:45 a.m. the next Monday.

REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC ATHLETICS

An athlete must have the following fully executed documents on file at the school office before the athlete's first participation in any activity (including try-out):

- A copy of the student's birth certificate.
- A current physical examination report completed by a physician licensed in Illinois to practice medicine in all its branches which finds the athlete is physically able to participate; and
- A permission slip to participate in the specific sport in which the athlete intends to participate signed by the athlete's parent or guardian; and
- Proof the athlete is covered by medical insurance; and
- A receipt showing the athlete and his/her parents received a copy of the Athletic Code, understand the terms of the Athletic Code and agree to abide by its terms and conditions.
- Other information as requested by the administration.

DUAL PARTICIPATION GUIDELINES

If a student participates in two or more overlapping IESA sports or one IESA sport combined with cheerleading or pompoms, the athletic director or designee will meet with the coaches and students involved to determine a reasonable practice and game participation schedule for the student.

The athletic director or designee will make every effort to ensure that the student has every opportunity to successfully participate in dual activities without compromising the integrity of the activities.

GIRLS ATHLETICS	**BOYS ATHLETICS**
Basketball	Baseball

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Cheerleading
Cross Country
Dance
Softball
Track
Volleyball

Basketball
Cross Country
Track
Wrestling

Athletic Code

It is the policy of the McLean County Unit 5 School District that any student engaging in gross disobedience or misconduct, or possessing or consuming alcoholic beverages and/or drugs, possessing or consuming over the counter chemical substances or engaging in illegal or other inappropriate behavior which reflects poorly on the school and its educational philosophy and objectives, will be subject to appropriate disciplinary sanctions including, but not limited to, immediate suspension from the team or club for which the student is currently participating. The Building Principal or designee, team coach or club sponsor, Associate Principal or designee, student, parent/guardian, student's counselor and the Athletic Director as appropriate will announce the disciplinary sanctions and/or suspension at a conference that may be attended. Refer to Athletic Code in the Appendix.

DRUGS, ALCOHOL AND TOBACCO

Except with respect to prescription drugs used by the person for whom such drugs were prescribed in the manner intended by the prescribing medical doctor, the possession, use, distribution, purchase or sale of any alcoholic beverage, drug, drug paraphernalia, controlled substance, look alike, tobacco or tobacco product or any other substance which, when taken into the human body is intended to alter mood or mental state, including any item or substance which is represented by a student to be, or is believed by a student to be any of the foregoing, regardless of the true nature or appearance of the substance, is prohibited in school buildings, on school buses and on all other school property or school related events at any time. This prohibition shall include all school sponsored or school related activities, whether held before or after school, evenings or weekends and shall additionally include a prohibition of use by a student athlete in any instance where the school can demonstrate a reasonable connection to the school program or school athletic program. For purposes of this procedure, students who are under the influence of prohibited substances shall be treated in the same manner as though they had prohibited substances in their possession.

The possession, use, consumption, distribution, purchase, or sale of any substance, including, but not limited to, alcoholic beverages, drugs (prescription, over the counter and/or illegal), drug paraphernalia, controlled substances, marijuana, look-alike drugs, tobacco products, e-cigarettes, or any other substance when taken into the human body is intended to alter mood or mental state, including any item or substance which is represented by a student to be, or is believed by a student to be any of the aforementioned, regardless of the true nature or the appearance of the substance, is prohibited in school buildings, school buses, and on all other school property or school related events at any time, except with respect to prescription drugs used by the person for whom such drugs were prescribed in the manner intended by the prescribing medical doctor. See the "Medication at School" section of the handbook for appropriate use of prescription and over the counter medicine at school.

RULES IN EFFECT

The rules set forth in the Athletic Code are in effect throughout the calendar year and twenty-four hours a day, whether or not school is in session and including vacation periods, and holidays. The rules apply on and off campus and whether or not the misconduct occurs at school or a school-sponsored activity or in some

other locale. The rules apply from the beginning of the athlete's first tryout or practice in the first sport which the athlete attempts until the completion of the athlete's athletic eligibility in all sports.

STUDENT ATHLETE CONCUSSIONS AND HEAD INJURIES

A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be removed from participation or competition at that time. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

ABSENCE FROM SCHOOL ON DAY OF ACTIVITY

Any athlete who is absent from school on the day of an activity is ineligible to participate in or attend any after school activity unless the absence has been approved in writing by Building Administrator. Exceptions may be made by the Building Administrator. An athlete who is absent from school on a Friday before a Saturday event may be withheld from Saturday activities at the discretion of the Building Administrator.

Travel

All athletes shall travel to athletic events and return home from athletic events with the team on which the athlete competes by use of school approved means of transportation. A written waiver of this rule may be issued by a coach or administrator upon advance written request of an athlete's parent or guardian and provided the parent or guardian appears and accepts custody of the athlete. In no case shall a waiver be issued unless the alternate means of transportation anticipated by the waiver will be provided by the parent. Oral requests shall not be honored and oral permissions shall not be valid.

Any student athlete found to be in violation of this policy shall be subject to discipline in accordance with the school district's athletic discipline policies, rules and regulations as provided herein.

Behavioral Conduct

Misconduct by students involved in co-curricular activities including athletics will not be tolerated. Misconduct shall include but shall not be limited to:

- Insubordination; or
- Any behavior or action which is negligently or intentionally injurious to a person or property or which places a person or property at risk of injury or damage; or
- Any behavior which disrupts the appropriate conduct of a school program or activity; or
- Hazing, bullying, or harassment of any kind; or
- Use of profanity; or
- Exhibition of bad sportsmanship; or
- Violation of any school rules or regulations or law.

Coaches and school officials will impose disciplinary measures appropriate to the offenses committed. The discipline imposed for any particular offense shall be at the sole and exclusive discretion of the coaching staff and school officials. Refer to the Athletic Code in the Appendix.

Cross References:
Board Policy 6.190, *Co-Curricular Activities*
Board Policy 7.240, *Conduct Code for Participants in Co-Curricular Activities*

SECTION 11 - SPECIAL EDUCATION

Overview

It is the intent of Unit 5 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: Carrie Chapman, Director of Special Education: 557.4400

Child Find Responsibility

Our school actively seeks out and identifies all students from 9th to 12th grade or through age 21 who may be eligible for special education and related services. Procedures include ongoing review of each child's performance and progress by teachers and other professional personnel, in order to refer to those children who exhibit problems which interfere with their educational progress and/or their adjustment to the educational setting, suggesting that they may be eligible for special education and related services.

When a staff member concludes that an individual is in need of referral for an evaluation based on factors such as a child's educational progress, interaction with others, or other functioning in the school environment, the member shall refer the student to the building based intervention team for consideration of an individual evaluation.

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 upon request and at any other time upon request.

Cross Reference:
Board Policy 6.120, *Education of Children with Disabilities*

Misconduct By Students with Disabilities

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

DISCIPLINE OF SPECIAL EDUCATION STUDENTS
The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") and the Illinois State Board of Education's rules when disciplining a child with a disability as defined under IDEA. No child with a disability shall be expelled if the child's particular act of gross disobedience or misconduct is a manifestation of 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.

Cross Reference:
Board Policy 7.230, *Misconduct by Students with Disabilities*

Exemption From Physical Education Requirement
A student in grades 6-8 who is eligible for special education may be excused from physical education courses if:

- The student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
- The student's individualized education program team determines that the student must utilize the time set aside for physical education to receive special education support and services.

The agreement or determination is made a part of the individualized education program. A student requiring adapted physical education will receive that service in accordance with the student's individualized education program.

Cross Reference:
Board Policy 6.310, High School *Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*

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 school principal.

Cross Reference:
Board Policy 6.120, *Education of Children with Disabilities*
Exhibit 6.120-AP2, E1 *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*

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:

Carrie Chapman, Director of Special Education: 557.4400

Section 12 - Student Records & Privacy

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:

- Political affiliations or beliefs of the student or the student's parent/guardian.
- Mental or psychological problems of the student or the student's family.
- Behavior or attitudes about sex.
- Illegal, anti-social, self-incriminating, or demeaning behavior.
- Critical appraisals of other individuals with whom students have close family relationships.
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
- 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 inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

INSTRUCTIONAL MATERIAL

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

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.

Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy. Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

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.

Cross References:
Board Policy 7.15, *Student and Family Privacy Rights*
Exhibit 7.15-E1, *Notification to Parents of Family Privacy Rights*

Student Records

School student records are confidential and information contained therein shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored, except as provided in:

1. Writings or other recorded information maintained by an employee of a school for his or her exclusive use, provided they are destroyed not later than the student's graduation or permanent withdrawal, and are not released or disclosed to any other person except a temporary substitute.
2. Information maintained by law enforcement professionals working in the school.

CATEGORIES OF SCHOOL STUDENT RECORDS

The district maintains permanent records and temporary records for each student. Student permanent records are maintained for not less than 60 years and student temporary records are maintained for not less than 5 years after the a student has transferred, graduated or otherwise permanently withdrawn.

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A student's permanent record contains the following information:

(1) Basic identifying information;
(2) Academic transcript;
(3) Attendance record;
(4) Accident reports and health record;
(5) Record of release of permanent record information; and
(6) High school State assessment test scores;

And may also consist of:
(7) Honors and awards received; and
(8) Participation in co-curricular activities or athletics.

A student's temporary record contains the following information:
(1) A record of release of temporary record information;
(2) Elementary State assessment test scores;
(3) Completed home language survey form;
(4) Information regarding serious infractions that resulted in discipline; and
(5) Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act;

And may also consist of:
(7) Family background information;
(8) Intelligence test scores, group and individual;
(9) Aptitude test scores;
(10) Reports of psychological evaluations;
(11) Elementary and secondary achievement level test results;
(12) Participation in co-curricular activities or athletics;
(13) Honors and awards received;
(14) Teacher anecdotal records;
(15) Other disciplinary information;
(16) Special education files;
(17) Any verified reports or information from non-educational persons, agencies or organizations; and
(18) Other verified information of clear relevance to the education of the student.

INSPECTION AND ACCESS

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent/guardian.

No person who is prohibited by an order of protection from inspecting or obtaining school records of a student pursuant to the Illinois Domestic Violence Act of 1986 shall have any right of access to, or inspection of, the school records of that student. The district may prohibit a parent's or student's access to confidential

letters and statements of recommendation furnished in connection with applications for employment to a post-secondary educational institution or the receipt of an honor or honorary recognition.

A parent's or student's request to inspect and copy records must be granted within a reasonable time, and in no case later than ten (10) school days after the date of receipt of such request.

CONFIDENTIALITY

School student records are confidential and information contained therein will not be released other than as provided by law. No school student records or information contained therein may be released, transferred, disclosed or otherwise disseminated, except as follows:

1. To a parent/guardian, student, or authorized representative;
2. To an employee of the district with current demonstrable educational or administrative interest in the student, in furtherance of such interest;
3. To the official records custodian of another school in which the student has enrolled, or intends to enroll, upon the request of such official or student;
4. To any person for the purpose of research, statistical reporting, or planning;
5. Pursuant to a court order;
6. To any person as specifically required by State or federal law;
7. To juvenile authorities when necessary for the discharge of their official duties;
8. To appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of the student or other persons;
9. To any person, with the prior specific dated written consent of the parent;
10. To a governmental agency in furtherance of an investigation of a student's school attendance;
11. To SHOCAP committee members who fall within the meaning of “state and local officials and authorities” for the purposes of identifying serious habitual juvenile offenders and matching those offenders with community resources; or
12. To the Department of Healthcare and Family Services in furtherance of the requirements of Section 2-3.131, 3-14.29, 10-28, or 34-18.26 of the School Code or Section 10 of the School Breakfast and Lunch Program Act.
13. To the Illinois State Board of Education or another State government agency in order to audit federal and State programs or perform research and planning.

Information may not be released pursuant to subparagraphs (3) or (6) above unless the parent/guardian receives prior written notice of the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

CHALLENGING STUDENT RECORDS

The parent/guardian may challenge any entry in their child’s school student records except for academic grades and references to expulsions or out-of-school suspensions if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. Challenges can be made on the basis of:

1) Accuracy;
2) Relevance; or
3) Propriety

Challenges must be in writing, request a hearing, and contain notice of the specific entry or entries to be challenged and the basis of the challenge. When a challenge is received by the district, an initial informal conference with the parent/guardian will be scheduled within 15 school days. If the challenge is not

resolved by the informal conference, a hearing will be held. A hearing officer, who shall not be employed in the attendance center in which the student is enrolled, shall be appointed by the district. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parent/guardian and school officials. The hearing officer will notify parent/guardian and school officials of the time and place of the hearing.

At the hearing each party shall have the following rights:

(1) The right to present evidence and to call witnesses;
(2) The right to cross-examine witnesses;
(3) The right to counsel;
(4) The right to a written statement of any decision and the reasons therefore;

A verbatim record of the hearing will be made. A written decision of the hearing officer will be transmitted to the parent/guardian and the school district no later than 10 school days after the hearing and will be based solely on the information presented at the hearing. Any party has the right to appeal the decision of the hearing officer to the Regional Superintendent within 20 school days after such decision is transmitted. If the parent/guardian appeals, the parent/guardian shall so inform the school and within 10 school days the school will forward a transcript of the hearing, a copy of the record entry in question and any other pertinent materials to the Regional Superintendent. The school may initiate an appeal by the same procedures. The Regional Superintendent will make findings and issue a written decision to the parent/guardian and the school within 20 school days of the receipt of the appeal documents. Final decisions of the Regional Superintendent may be appealed to the circuit court of the county in which the school is located.

DIRECTORY INFORMATION

The District routinely discloses "directory" type information without consent. Directory information is limited to: a student's name, address, gender, grade level, birth date and place, parent/guardian names and addresses and telephone numbers; photographs, videos and digital images used for informational or news-related purposes of a student participating in school or school-sponsored activities, organizations and athletics that appear 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; and period of attendance at the school. Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the building principal.

DESTRUCTION OF SCHOOL STUDENT RECORDS

The District destroys school student records when it is no longer required to maintain them. Before any school student records are destroyed or information deleted therefrom, the parent of the child to whom those records pertain will be given reasonable prior notice at his or her last known address and an opportunity to copy the records and information proposed to be destroyed or deleted.

ADVERSE ACTION

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 that the individual may obtain through the exercise of any right secured under the School Student Records Act.

Cross References:
Board Policy 7.15, *Student and Family Privacy Rights*
Exhibit 7.15-E1, *Notification to Parents of Family Privacy Rights*

Section 13 - Parental Rights & Notifications

Teacher Qualifications
Parents/guardians may request information about the qualifications of their child's teachers and paraprofessionals, including:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

Cross Reference:
Board Policy 5.190, *Teacher Qualifications*

Standardized Testing
Students and parents/guardians should be aware that students in grades 6-8 will take the IAR Assessment in March/April.

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

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

Cross Reference:
Board Policy 6.340, *Student Testing and Assessment Program*

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.

Cross References:
Board Policy 6.140, *Education of Homeless Children*
Administrative Procedure 6.140-AP1, *Education of Homeless Children*

Sex Education Instruction

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent/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/guardians may examine the instructional materials to be used in any district sex education class or course.

Cross References:
Administrative Procedure 6.60-AP1, *Comprehensive Health Education Program*
Exhibit 6.60-E1, *Notice to Parents/Guardians of 8th Grade Students Enrolled in Family Life and Sex Education Classes*

English Language Learners

The District 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.

(1) be involved in the education of their children;, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Language Learners program, contact the Director of Multilingual Services, Leslie Webb at the unit office, 309.557.4039.

Cross Reference:
Board Policy 6.160, *English Learners*

School Visitation Rights
The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences. Letters verifying participation in this program are available from the school office upon request.

Pesticide Application Notice
The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the Director of Operations for the district.

Notification for those on the list will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

Cross Reference:
Administrative Procedure 4.160-AP1, *Environmental Quality of Buildings and Grounds*

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

Cross Reference:
Board Policy 5.90, *Abused and Neglected Child Reporting*

ASBESTOS MANAGEMENT PLANS
In accordance with the Asbestos Hazard Emergency Response Act, Unit 5 has developed and submitted an asbestos management plan for each Unit 5 school. Copies of a school's management plan are available at the administrative office of the school district and at the school's office. These management plans are available for your inspection during normal business hours Monday through Friday, and during other times by special arrangement.

Transfer to Another School
If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent/guardian may request a transfer to another public school within the district.

Cross References:
Board Policy 4.170, *Safety*

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

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

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

Anytime that a convicted child sex offender is present on school property for any reason – including the three reasons above, he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property.

It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Cross References:
Administrative Procedure 4.170-AP2, *Criminal Offender Notification Laws*

Violent Offender Community Notification

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois State Police's website. The Illinois State Police website contains the following:

- Illinois Sex Offender Registry on the Illinois State Police's website, https://isp.illinois.gov/Sor
- Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website, https://isp.illinois.gov/MVOAY/Disclaimer
- Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

Cross Reference:
Exhibit 4.175-AP1, E1, *Informing Parents About Offender Community Notification Laws*

McLean County Unit District No. 5

Junior High School Handbook

APPENDIX

Procedure Supervised* Self-Administration of Medication

McLean County Unit District No. 5

If a student must receive prescription or non-prescription medication at school, a written request completed by both the licensed prescriber (physician, dentist, podiatrist, advanced practice nurse, or physician assistant) and the parent or guardian must be on file at the school. The appropriate form is available at each school office and in the offices of all licensed prescribers and emergency rooms in the McLean County area.

In the absence of a licensed registered nurse at the school, the student will SELF-ADMINISTER the medication under the supervision of the school principal or a designee.

Students are not allowed to carry any medication on their person. Exceptions will be allowed only with the approval of the school principal and the certified school nurse.

All medications must be kept locked in the nurse's office or in the school office.

All prescription medication must be in the original container labeled by the pharmacist or licensed prescriber. The label must include:

Name of Student
Name of Medication
Dosage
Time to be Taken
Prescriber's Name
Date

Non-prescription medication must be in the original labeled container with the student's name affixed to the container.

No medication will be provided by the school.

Unless ordered for a short term, all requests for self-administration of medication will expire at the end of the school year. If the parent/guardian does not pick up any unused medication, the certified school nurse shall dispose of the medication in the presence of a witness and both shall document that act.

*With the exception of an asthma rescue inhaler where the "parent agreement for child to carry asthma inhaler medication" form is on file at the school.

TITLE IX – CIVIL RIGHTS

McLean County Unit District No. 5

In June 1972, the Congress passed Title IX of the Education Amendments, a law that affects virtually every education institution in the country. The law prohibits discrimination by sex in educational programs that receive federal money. The spirit of the law is reflected in the opening statement: Under Title IX, *"No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.."*

Title IX Grievance Procedure

1. A student or an employee shall present his/her complaint in writing to his/her building principal.
2. The building principal shall investigate the complaint within five (5) working days and arrange for a hearing.
3. Failing a resolution at stage 1, the student or employee may present a statement of his/her grievance to the grievance officer.
4. The Title IX Coordinator for McLean County Unit District No. 5 shall serve as the grievance officer and render his/her opinion within five working days from the time of the hearing.
5. Failing a resolution at stage 2, the student or employee may present a statement of his/her grievance to the Superintendent who shall determine the matter within five working days from the time of the hearing.
6. Failing a resolution of stage 3, the student or employee may present a statement of his/her grievance to the Board of Education who shall determine the matter.
7. Failing a resolution at stage 4, the grievant may file a complaint with the Circuit Court.

There shall be no reprisal against any student or employee for filing a grievance or for utilizing the grievance procedure. For maintaining confidentiality, grievances will not be filed in a student's file or an employee's personnel file. The grievance file will be kept in the office of the grievance officer. The grievant has the same access to this file as he/she does to his/her own personnel file.

"McLean County Unit District No. 5 is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factors prohibited by law in any of its educational programs, admissions, or employment policies."

Concerns regarding this policy should be referred to:

Board of Education Office
1809 W. Hovey
Normal, IL 61761
309/557.4400

The Title IX Coordinators and 504 Coordinator may be reached at the same address.
Attorney for the District - Title IX Coordinators
Attorney for the District - 504 Coordinator

Online Privacy Statement

McLean County Unit District No. 5

Online Privacy Statement

The District respects the privacy of all website visitors to the extent permitted by law. This *Online Privacy Statement* is intended to inform you of the ways in which this website collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us.

There are four types of information that this site may collect during your visit: network traffic logs, website visit logs, cookies, and information voluntarily provided by you.

Network Traffic Logs

In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, and detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as email headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

Website Visit Logs

District websites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site (often called "referrers"), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

Cookies

Cookies are pieces of information stored by your Web browser on behalf of a website and returned to the website on request. This site may use cookies for two purposes: to carry data about your current session at the site from one Web page to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different websites and do not exchange cookies with other entities.

Information Voluntarily Provided by You

In the course of using this website, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally

identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

Each Web page requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or the system administrator, with questions or concerns on the use of personally identifiable information.

While no system can provide guaranteed security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

Web Links to Non-District Websites

District websites provide links to other World Wide Web sites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this *Online Privacy Statement*; they may have their own policies or none at all. Often you can tell you are leaving a District website by noting the URL of the destination site. These links to external websites open a new browser window as well.

Please email your questions or concerns to the System Administrator.

WAIVER OF STUDENT FEES

McLean County Unit District No. 5

The Superintendent will recommend to the Board for adoption what fees, if any, will be charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees. Students will pay for loss of school books or other school-owned materials.

Fees for textbooks, other instructional materials, and driver education are waived for students who meet the eligibility criteria for fee waiver contained in this policy. In order that no student be denied educational services or academic credit due to the inability of parents/guardians to pay fees and charges, the Superintendent will recommend to the Board for adoption what additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and ISBE rule and that provision for assisting parents/guardians to complete the application are available.

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the income guidelines, with the same limits based on household size, that are used for the federal free meals program.

The Superintendent or Building Principal will give additional consideration where one or more of the following factors are present:

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

The parents/guardians shall submit written evidence of eligibility for waiver of the student's fee.
The principal will notify the parents/guardians promptly as to whether the fee waiver request has been granted or denied. A principal's denial of a fee waiver request may be appealed to the Superintendent by submitting the appeal in writing to the Superintendent within 14 days of the denial. The Superintendent shall respond within 14 days of receipt of the appeal. The Superintendent's decision may be appealed to the Board by submitting the appeal in writing to the Board within 14 days of the denial. The Board shall respond within 14 days of receipt of the appeal. The decision of the Board is final and binding.

Questions regarding the fee waiver request process should be addressed to the principal's office.

Interscholastic Athletic activity Code

The McLean County Unit District No. 5 Board of Education believes that athletics are an extension of the educational process for its student athletes. In order to enjoy the privilege of participating in athletics at the Unit 5 schools, each student-athlete and parent/guardian should read and understand the following stipulations. The parent/guardian and student-athlete signatures on the student-athlete's Athletic Permission/Record form must be present before participation will be allowed in any practice, game or other activity.

1. The student-athlete must be deemed eligible which means the student is doing passing work in all classes.
2. The student – athlete must have a valid physical examination on file in the school office before the beginning of practice. This exam must be current, i.e. dated less than 395 days from the end of the season in which the student-athlete is to participate.
3. The student-athlete must have purchased the student accident insurance or have on file in the Athletic Director's office a form which verifies adequate coverage by a family or group policy. It is understood that McLean County Unit District No. 5 does not assume financial responsibility for accidents incurred in athletics. It should also be clarified that complete coverage by any single policy is highly improbable; therefore the policy covering any student-athlete should be fully understood prior to participation. There is a special insurance rider, in addition to student accident insurance, available to cover football players (purchase optional).
4. Student-athletes must abide by the conduct code for the activity and Board Policy 7.190 at all times. Student-athletes engaging in gross disobedience or misconduct or engaging in illegal or inappropriate behavior which reflects poorly on Unit 5 and its educational philosophy and objectives, will be subject to appropriate disciplinary sanctions, including but not limited to, immediate suspension from the athletic team in which the student is currently participating.
5. Possession and/or use of tobacco products, alcoholic beverages, controlled substances and/or related paraphernalia at any time, or aiding and/or abetting others to possess or use, after the very first practice as a Unit 5 student-athlete will be considered as a reason for suspension/removal from an athletic team. Suspension will be defined as not participating in competition. Attendance at any activity involving the illegal use of alcohol, controlled substances or tobacco may result in an investigation leading to an athletic code violation. The following conditions will apply in any situation in which a violation occurs.
   - *First Violation*: A conference will be held including the student-athlete and Athletic Director. Coaches and additional administrators may be involved. Parents/guardians will be contacted following the outcome of the conference. The student-athlete will be suspended from the team for the equivalent of one-fourth (1/4) of the regular season games.
   - *Second Violation*: A conference will be held including those same parties who met as a result of the first violation. The student-athlete will be suspended from the team for the equivalent of one-half (1/2) of the regular season games.
   - *Third Violation*: The student-athlete is removed from all Unit 5 athletic programs for the duration of the student's high school career. A conference will be scheduled by the Athletic Director to ensure a review process for the student and parents/guardians.
6. Unauthorized possession or use of medication or over-the-counter chemical substances by a student-athlete, including but not limited to giving other students medication or over-the-counter chemical substances not prescribed for them, or taking improper dosages of medication or over-the-counter chemical substances, will be subject to appropriate disciplinary action. In season or out of season: suspension from the team for the equivalent of one-fourth of the entire season. Subsequent violations will result in progressive consequences as outlined above in #4.
7. Coaches may establish additional rules for their respective sports, including rules for conduct. These rules will be communicated verbally and in writing to the student-athletes and will be on file in the Athletic Director's office.
8. The student-athlete agrees to care for and be responsible for school equipment issued and used. Necessary restitution must be made whenever loss or damage is the student-athlete's responsibility.
9. The student-athlete agrees to comply with all rules and regulations established by the Elementary School Association and the Junior High School Handbook of McLean County Unit District No. 5 schools. Refer to Section 10 of the handbook.
10. A season begins with the first day of practice and extends through the final competition for members of that team. To be eligible for an award, a student-athlete must complete the season in good standing.
11. All rules established by this Athletic Permit will be considered to be in effect continually, year round, until the student-athlete completes eligibility or graduates, whichever is later.

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.

Approved by Board of Education 4/24/2019

McLean County Unit District No. 5

Junior High School Handbook

PARENT/STUDENT FORMS

Exhibit - McLean County Unit District No. 5

Authorization to Provide Diabetes Care, Release of Health Care Information, and Acknowledgement of Responsibilities

As provided by the Care of Students with Diabetes Act, I hereby authorize McLean County Unit District No. 5 and its employees, as well as any and all Delegated Care Aides named in the Diabetes Care Plan or later designated by the District, to provide diabetes care to my child, _____, consistent with the Diabetes Care Plan. I authorize the performance of all duties necessary to assist my child with management of his/her diabetes during school.

I acknowledge that it is my responsibility to ensure that the School is provided with the most up- to-date and complete information regarding my child's diabetes and treatment. Therefore, I consent to the release of information about my child's diabetes and treatment by my child's health care provider(s), _____ to representatives of Unit 5. I further authorize District representatives to communicate directly with the health care provider(s).

I also understand that the information in the Diabetes Care Plan will be released to appropriate school employees and officials who have responsibility for or contact with my child, _____, and who may need to know this information to maintain my child's health and safety.

Pursuant to Section 45 of the Care of Students with Diabetes Act, I acknowledge that the District and District employees are not liable for civil or other damages as a result of conduct, other than willful or wanton misconduct, related to the care of a student with diabetes.

Parent's Signature*: _____ Date: _____

*Failure of Parent(s) to execute this document does not affect the civil immunity afforded the District and school employees by Section 45 of the Care of Students with Diabetes Act for civil or other damages as a result of conduct, other than willful or wanton misconduct, related to the care of a student with diabetes, or any other immunities or defenses to which the District and its employees are otherwise entitled.

McLean County Unit District No. 5

District 87/Unit 5

MEDICATION AUTHORIZATION FORM

Name: _____ Date of Birth: _____

(Last, First, Middle Initial)

As the parent/guardian, I understand that it is the policy of the district that as a regular and normal practice, medication should not be administered to a student at school or when such student is involved in school activities. However, in order to provide for the critical health and well-being of students, under exceptional circumstances, medication may be administered during school hours by a certified school nurse, a registered nurse, administrative personnel, administrative designee, or self-administered by a student. I further release my child's school district, its Board of Education, and individual members thereof, and its employees shall be indemnified and held harmless from any and all claims arising out of the administration of said medication.

Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

I request that my child be assisted in taking the medications(s) described below at school by authorized persons or be permitted to medicate herself/himself as also authorized by me and my physician (see below). I further consent to the sharing of relevant medical information between the school and the physician's office.

Date	Parent/Guardian Signature	Home Phone	Emergency Phone

For parent(s)/guardian(s) of students who need to carry asthma medication or an EpiPen:
I authorize the School District and its employees and agents, to allow my child or ward to possess and use his or her asthma medication and/or epinephrine auto-injector while in school, at a school-sponsored activity, under the supervision of school personnel, or before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication (105 ILCS 5/22-30).

If you agree please initial: _____

PRINTED PHYSICIAN'S NAME:		
PHYSICIAN'S ADDRESS:		**PHONE:**
Medication:		
Purpose of Medication/Diagnosis:		
Form: (i.e. tab, injection, etc.)		
If medicine to be given "when needed." Describe indications:		
How soon can it be repeated?		
Is child authorized to medicate herself/himself?		
List significant side effects:		
Length of time this treatment is recommended:		
Must this medication be administered during the school day in order to allow the child to attend school or to address the student's medical condition that may arise at school?		
	Yes	No

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Date _____ Physician's Signature **Only** _____ Physician's Telephone _____

Nurse's Initials_____

_____ **Junior High School** **Athletic Permission Record and Student Information 2023-2024**	**This box is for office use only** Fall Sport Physical Date Winter Sport Spring Sport Obligation

Athletic Permission Record

Please Print Legibly

_____ 6 7 8 ___/___/___

Student Name *Circle School Year:* *Birth Date (mm-dd-year)*

_____ _____ _____

Address *City* *Zip*

_____ _____ _____

Mailing Address *City* *Zip*

_____ _____ _____

Parent/Guardian Name *Phone #* *Email Address*

_____ _____ _____

Emergency Contact *Relationship* *Phone #*

_____ _____ _____

Family Doctor *Phone #* *Hospital Choice*

Any Current or Recurring Medical Conditions? Explain:_____

*List Medication(s) Being Taken:*_____

Surgeries, Injuries, Physical Activity Restrictions (brief description and dates):_____

_____

☐ Heart condition ☐ Diabetes ☐ Asthma ☐ *Requires child to self-administer medication*

☐ Epilepsy ☐ Allergies: ☐ *Requires student to carry EpiPen®*

☐ Other_____

Board policy 7.300 requires each student provide proof of accident insurance coverage. Please provide the following information:

Name of Insurance Company:_____Policy #_____

Expiration Date:_____

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Does this student reside full time with parent, custodial parent or court appointed legal guardian?

Yes_____ No_____

Is this student new to Unit 5 this year? Yes_____ No_____

Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works.

Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a "ding" or a bump on the head can be serious.

You cannot see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to appear fully. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

- Headache
- "Pressure in head"
- Nausea or vomiting
- Neck pain
- Balance problems or dizziness
- Blurred, double, or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish, hazy or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- Amnesia
- Don't "feel right"
- Fatigue or low energy
- Sadness
- Nervousness or anxiety
- Irritability
- More emotional
- Confusion
- Concentration or memory problems (forgetting game plays)
- Repeating the same question/comment

Signs observed by teammates, parents and coaches include:

- Appears dazed or stunned
- Vacant facial expression
- Confused about assignment or position
- Forgets sports plays
- Is unsure of game, score, or opponent
- Moves clumsily or is uncoordinated
- Answers questions slowly
- Slurred speech
- Shows behavior or personality changes
- Can't recall events prior to hit
- Can't recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of a concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury.

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There is an increased risk of significant damage from a concussion for a period after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences.

CONCUSSION SIGN-OFF FORM

It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately.

No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours.

IHSA Policy requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches prior to returning to play or practice following a concussion, or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest.

In accordance with State law, all IHSA member schools are required to follow this policy.

You should also inform your child's coach if you think that your child may have a concussion. Remember it is better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

Insist that safety comes first.

For current and up-to-date information on concussions, you can go to:
http://www.cdc.gov/headsup/youthsports/index.html

_____	_____	_____
Printed Name of Student Athlete	Signature of Student Athlete	Date

_____	_____	_____
Printed Name of Parent/Legal Guardian	Signature of Parent/Legal Guardian	Date

Cross Reference:
Board Policy 7.305, *Student Concussions and Head Injuries*
Board Policy 7.305-E1, *Exhibit – Concussion Information*

CONCERN RESOLUTION FORM

McLean County Unit District No. 5
1809 W. Hovey Avenue, Normal, IL 61761

Name: _____ Date: _____(dd/mm/yyyy)

Address: _____ _____ _____
Street City Zip Code

Phone(s): Home _____ Work _____ Cell _____

Parties Involved: _____

Concern Involves (please explain/use the back side if additional space is needed):

Facilities (Building, Playground, Parking Area, etc.): _____

_____

Personnel: _____

_____

Transportation: _____

_____

Other: _____

_____

What will define success in resolving this concern for you? Please prioritize the outcomes you want.

_____

_____

_____

_____

_____

_____

Signature: _____

The completed form should be forwarded to the building or area supervisor. Typically, this would be the principal of the school involved with the issue.

EXHIBIT - ACCEPTABLE USE LETTER TO PARENT/GUARDIANS

Dear Parents/Guardians:

We have the ability to enhance your child's education through the use of electronic networks, including the Internet. The Internet offers vast, diverse, and unique resources. The District's goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Your authorization is needed before your child may use this resource.

The Internet electronically connects thousands of computers throughout the world and millions of individual subscribers. Students and teachers may have access to:

- Limited electronic mail communications with people all over the world,
- Information from government sources, research institutions, and other sources,
- Discussion groups, and
- Many libraries, including the catalog to the Library of Congress, and the Educational Resources Information Clearinghouses (ERIC).

With this educational opportunity also comes responsibility. You and your child should read the enclosed *Student Acceptable Use for Electronic Networks* and discuss it together. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions.

The District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. On an unregulated network, however, it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow. To that end, the District supports and respects each family's right to decide whether or not to authorize Internet access.

Please read and discuss the *Authorization of Acceptable Use of Electronic Networks* with your child. If you agree to allow your child to have an Internet account, sign the *Authorization* form and return it to your school.

Signed_____ ***Date***_____

Please Print Name:_____

Exhibit - **McLean County Unit District No. 5**

STUDENT AUTHORIZATION OF ACCEPTABLE USE OF ELECTRONIC NETWORKS

User Signature of Agreement:
I understand any violations to the *Student Acceptable Use of Electronic Networks* procedure, when using the district electronic information resources, may result in the loss of my user account and in disciplinary and/or legal action. I therefore agree to maintain required standards and to report any misuse of the electronic information resources to a systems administrator.

I also agree to fully disclose to my teacher/administrator all Internet/Intranet publishing activities on school network systems and web servers. I understand that files, documents, projects and information stored on my network storage location will be deleted annually and any attempt to keep or save completed work is the sole responsibility of the student at the time of completing work.

Misuse may include, but is not limited to: any messages, information or graphics sent or intentionally received that include/suggest pornography; unethical or illegal solicitation; racism; sexism; inappropriate language; and other listings as described in the Student Acceptable Use of Electronic Networks procedure.

I have read the Acceptable Use of Electronic Networks section of the Student Handbook and understand that Internet sites are filtered and that my district electronic information resource accounts, files, email, and telephony resources may be monitored or reviewed. I hereby agree to comply with the above described conditions of acceptable use.

User Name (Please Print):_____

User Signature: _____

Date: _____

Parent/Guardian Signature of Agreement:
I have read and fully understand the Acceptable Use of Electronic Networks section of the Student Handbook. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the district, its employees, agents, or Board of Education, for any harm caused by materials or software obtained via district networks. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the terms of this Student Authorization of Acceptable Use of Electronic Networks Agreement with my child. I hereby request that my child be allowed access to the District's computer hardware, software and networked computer services, such as electronic mail and the Internet, unless otherwise stipulated.

Parent/Guardian Name (Please Print):_____

Parent/Guardian Signature _____

Date: _____

Office Use Only:
Date Received for File: _____ **By:**_____

Middle School 1:1 Laptop Program Agreement

2023-2024

In addition to the provisions of the McLean County Unit District No. 5 *Student Acceptable Use of Electronic Networks Policy* and *Administrative Procedures (6.235* of the district's Policy Manual), each of the following conditions apply to students participating in the 1:1 Laptop Program.

1. Students will bring their laptops to school each school day with the batteries fully charged.
2. Students will keep their laptops in a secure location when not using them.
3. Use of protective laptop case is required. Students must provide their own laptop case that is padded and has a strap for carrying between classes. Cases must fit a 14.1 inch or larger laptop computer.
4. Students will keep their laptops clean. Stickers or other items are not to be attached to the laptop.
5. Students should backup any personal data placed on the laptop in the event of a hardware/software failure or scheduled maintenance, as Unit 5 is not liable for this content.
6. Students must immediately report all malfunctions, damage, or loss of a computer to a classroom teacher, administrator or school office personnel.
7. Students are to use their laptops during the school day only for school-related purposes.
8. Unit 5 is the sole owner of the laptop, laptop case (if school issued), and all school software.
9. Unit 5 staff may, at any time, review, modify or remove any data that is found on the laptop.
10. Passwords issued to students are to be kept private and not disclosed to anyone, other than a parent/guardian.
11. Parents will be responsible to monitor student use of the laptop outside of the school day.

_____

Student Name (print)

As the parent or guardian of this student, I have read and agree to the provisions and conditions of this agreement. I understand that it is impossible for Unit 5 to restrict access to all controversial or inappropriate materials, and I will not hold the school responsible for materials acquired at school or at home. I understand that any violations of the above provisions, by this student may result in disciplinary action.

_____ _____ _____

Parent/Guardian Name (print) *Parent/Guardian Signature* *Date*

March, 2016

McLean County Unit District No. 5

High School Handbook

2024-2025

Normal Community High School
Normal Community West High School

McLean County Unit District No. 5

Normal Community High School

3900 East Raab Road
Normal, Illinois 61761
Main Line: (309) 557.4401
Attendance Line: (309) 557.4450
Fax: (309) 557.4502
Web address: https://normalcommunity.unit5.org/

Dr. Adam Zbrozek, Principal
Ms. Courtney McClure, Associate Principal
Nic Kearfott, Athletic Director

McLean County Unit District No. 5

Normal Community West High School

501 North Parkside Road
Normal, Illinois 61761
Main Line: (309) 557.4402
Attendance Line: (309) 557.4451
Fax: (309) 557.4503
Web address: https://normalwest.unit5.org/

Dr. Angie Codron, Principal
Ms. Rebecca Frangella, Associate Principal
Mr. Wes Temples, Athletic Director

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Dear Unit 5 Community Members,

Unit 5's commitment to respecting diversity in all of its forms is vital to attaining the District mission of "educating each student to achieve personal excellence." The district remains dedicated to expanding awareness of diversity issues; engaging in proactive diversity planning; and maintaining a welcoming, effective learning environment. With

the assistance of the Unit 5 Diversity and Inclusion Committee, the district will continue to establish and achieve diversity goals that will enrich our educational community.

Thank you for your involvement in and contributions to our efforts.

Sincerely,

Dr. Kristen Kendrick-Weikle
Superintendent

Dayna Brown
Director Communications/Community Relations
Diversity Officer

McLean County Unit District No. 5 Mission Statement

"Unit 5 will educate each student to achieve personal excellence."

McLean County Unit District No. 5 Contact Information

1809 West Hovey Avenue ~ Normal, IL 61761-4339
Phone: 309.557.4400 ~ Fax: 309.557.4501
Web: www.unit5.org General E-mail: district@unit5.org

General School Information

Introduction

This handbook is offered to provide students and parents/guardians with basic information about Unit 5 High Schools, and to explain the various procedures students should follow when attending classes, conducting school business, or attending school-related activities on or off campus. Students will be held responsible for knowing and following all procedures, policies and regulations. **Unit 5 administration reserves the right to change rules, as needed, in order to maintain a safe and orderly learning environment. Keep this handbook available as a reference. Changes in state and federal laws may dictate amendments to sources identified in this handbook during the school year. Please see the Board's comprehensive policy manual on the District's website - https://www.boardpolicyonline.com/?b=mclean_5 - or at the Board office, located at 1809 West Hovey Avenue, Normal, Illinois for current information**.

Bulletin Boards, Signs and Posters

No notices, posters, signs, or announcements may be displayed on bulletin boards, walls, lockers, windows, or doors without specific permission of one of the Assistant Principals. Violations will result in possible school disciplinary consequences.

Closed Campus

Unit 5 High Schools have a closed-campus policy that requires students to remain at school for the entire school day. Students may only leave campus to participate in approved curricular-related activities including but not limited to work programs, internships, blended courses, and off-campus courses.

Deliveries

Outside deliveries for students are not allowed. Office personnel will not accept or be responsible for deliveries of outside items such as food, gifts, flowers, balloons, etc. to students.

Distribution of Printed Material

No printed newspapers, bulletins, pamphlets, or other published materials may be distributed on school property without specific permission of one of the Assistant Principals. Violations will result in possible school disciplinary consequences.

Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;

3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;

4. Is reasonably viewed as promoting illegal drug use;

5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students ; or

6. Incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Emergency Procedures

Plans have been made to protect your safety when emergencies occur. Become familiar with fire exit plans posted in each of your classrooms. In any emergency, silence and complete cooperation with teachers' instructions are essential. When evacuating the building or moving to a shelter area, walk rapidly but do not run.

In the case that students need to be evacuated from the high schools, the parent/guardian/student reunification site would be Eastview Christian Church for NCHS & NCWHS.

Equal Educational Opportunities and Sex Equity

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

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and co-curricular programs and activities. 704

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the Unit Office, 309.557.4400.

It is the policy of McLean County Unit District No. 5 that its educational programs, activities, services and benefits will be provided to students without discrimination on the basis of color, race, nationality, gender, handicapping condition, or other factors prohibited by law.

McLean County Unit District No. 5 does not discriminate on the basis of actual or potential marital or parental status, and no student in the District shall be subjected to sexual intimidation or sexual harassment by any school employee, by other students or, by the effect of any school policy or practice. Concerns regarding this policy may be directed to the Title IX of Section 504 Coordinator at 557-4400.

TITLE IX – Civil Rights. In June 1972, the Congress passed Title IX of the Education Amendments, a law that affects virtually every education institution in the country. The law prohibits discrimination by sex in educational programs that receive federal money. The spirit of the law is reflected in the opening statement: Under Title IX, "*No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.*"

Title IX Grievance Procedure

1. A student or an employee shall present his/her complaint in writing to his/her building principal.
2. The building principal shall investigate the complaint within five working days and arrange for a hearing.
3. Failing a resolution at stage 1, the student or employee may present a statement of his/her grievance to the grievance officer.
4. The Title IX Coordinator for McLean County Unit District No. 5 shall serve as the grievance officer and render his/her opinion within five working days from the time of the hearing.
5. Failing a resolution at stage 2, the student or employee may present a statement of his/her grievance to the Superintendent who shall determine the matter within five working days from the time of the hearing.
6. Failing a resolution of stage 3, the student or employee may present a statement of his/her grievance to the Board of Education who shall determine the matter.
7. Failing a resolution at stage 4, the grievant may file a complaint with the Circuit Court.

There shall be no reprisal against any student or employee for filing a grievance or for utilizing the grievance procedure. For maintaining confidentiality, grievances will not be filed in a student's file or an employee's personnel file. The grievance file will be kept in the office of the grievance officer. The grievant has the same access to this file as he/she does to his/her own personnel file.

"McLean County Unit District No. 5 is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, other factors prohibited by law in any of its education programs, admissions, or employment policies."

Concerns regarding this policy should be referred to:
Board of Education Office
1809 West Hovey Avenue
Normal, IL 61761
309-557-4400

The Title IX Coordinators and 504 Coordinator may be reached at the same address.

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)

Cross Reference: Board Policy 4.165

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.
Cross Reference:
7:285, Food Allergy Management Program
7:285-AP1, Administrative Procedure ~ Implementing a Food Allergy Management Program

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.

Secure Gun Storage
The Board of Education of McLean County Unit 5 has adopted a resolution directing the Superintendent to include information in student handbooks about safe gun storage and the legal obligations regarding the secure storage of firearms.
Unsecured firearms put children and staff at risk in our schools and beyond. Adults may be liable both criminally and civilly when a child gains unsupervised access to firearms which are not appropriately and securely stored. According to the Everytown for Gun Safety Support Fund, "#NotAnAccident Index," https://everytownresearch.org/maps/notanaccident/, every year, nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. That is roughly one unintentional shooting per day. More than

1,200 children die by gun suicide each year. In the overwhelming majority of these incidents, the gun used was one that belonged to someone in their home.
One study found that although 70 % of parents believe their teen cannot access the gun(s) in their home, more than one-third were contradicted by their child's report. he study also found that in households where parents said their child could not access a firearm, 21.8% of their children indicated that they could access a firearm within 5 minutes and 14.9% indicated that they could access a firearm in more than 5 minutes but less than 1 hour. Research shows that secure firearm storage practices are associated with up to an 85% reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects children in the home as well as students throughout the school district and community.

Nothing in the foregoing shall be read to establish an implied or contractual right of action for a victim of gun violence.

1. Everytown for Gun Safety Support Fund, "#NotAnAccident Index," https://everytownresearch.org/maps/notanaccident/. Analysis includes incidents that occurred between 2015 and 2019.
2. Id.
3. Johnson RM, Barber C, Azrael D, Clark DE, Hemenway D. Who are the owners of firearms used in adolescent suicides? Suicide and Life-Threatening Behavior. 2010;40(6):609-611.
4. Id.
5. Salhi C, Azrael D, Miller M. Parent and Adolescent Reports of Adolescent Access to Household Firearms in the United States. JAMA Netw Open. 2021;4(3):e210989. doi:10.1001/jamanetworkopen.2021.0989
6. Id.
7. https://everytownresearch.org/solution/responsible-gun-storage/

Fees

The district establishes fees and charges to fund certain school activities. Some students may not be able 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.

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 student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of 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 notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

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

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.

Fund-Raising Activities

All fund-raising activities must be approved in writing by the administration. Fundraising will only be approved for school related clubs, teams, or organizations. Sale of fund-raising items may not be done in classrooms or in any manner that interferes with the educational environment. Merchandise and cash must be secured at all times, and are the responsibility of the individual involved. Violations will result in forfeiture of the opportunity to participate. The school is not responsible for lost or stolen money or items.

Lost and Found

All found items must be turned in to the high school office. Billfolds, purses, watches, and rings will be kept in the Main Office and may be claimed there after proper identification of the lost item has been made.

Sale of Merchandise

The sale of any item at school or on school grounds must be approved by an administrator in advance. Failure to do so may result in disciplinary consequences.

School Cancellation/Dismissal Due to Weather

School cancellation/early dismissal information can be accessed from the Unit 5 website at www.unit5.org. Additional information will be available on local radio and TV stations, in addition to a *School Messenger* phone call that will be sent to parent/guardian contacts.

Student Handbook

The Superintendent shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

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

Student Identification Cards

Student identification cards must be in a student's possession at all times during the school day. Students must present their ID card for a variety of reasons throughout the school day. For example, students must present a current ID card to purchase a school lunch, to leave study hall with a pass, to use the IMC, to borrow IMC materials, to sign in and out of the nurse's office and guidance office as well as for admittance to detention and extracurricular events. Stickers and other decorations may not be placed on the front of the ID cards. The ID cards should not be altered in any way from their original condition except for school issued stickers.

Students who have lost or misplaced their ID will be allowed to buy a new ID without penalty provided they report to the main office before school or as soon as they realize the ID is missing. Students who are found during the school day not to be in possession of their ID will be sent to the main office to purchase a new ID. Failure to comply with this policy may result in school disciplinary consequences. Being in unauthorized possession of another person's ID will be considered theft.

Students can purchase replacement cards in the main office for a fee of $3.00.

Student Insurance

A low cost accident policy is available to all students. While the school has no obligation in case of an accident, the District is glad to make available this limited policy. Briefly, students may be insured for accidents which may occur while engaged in any school-sponsored activity or between home and school. Enrollment information and claim forms for the collection of insurance payments due to accidents may be obtained in the school offices or online.

Visitors

All visitors to campus must check in at the Visitor's Station at the main entrance, sign-in, identifying their name, the date and time of arrival, and the location they are visiting, and wear a visitor's pass for the duration of their stay. Visitors may be asked to provide a photo ID. The photo ID will be held at the Visitor's Station until the visitor signs out of the building and leaves campus. If no photo ID is presented, the visitor may not be permitted to enter the building.

Students are not allowed to bring visitors to school. Any person wishing to visit a class must obtain permission in advance from the main office.

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

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

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

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco or vaping products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is 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.

Attendance/Enrollment/Registration

Attendance Overview

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

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

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, T

Cross Reference:
Board Policy 7.70, Attendance and Truancy

Registration Guidelines

The Board of Education and staff of McLean County Unit District 5 take pride in the programs offered to meet the high standards set by the community it serves. As a public school district, Unit 5 provides programs for all students and has a firm commitment to prepare graduates for future success in life. A solid foundation, essential to reaching this goal, becomes the responsibility of the school district, parents, guardians, community and the student. Through this combined effort we will have a better school and community.

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

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

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

Change of Address or Telephone

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

Attendance Procedures

Attendance in all assigned periods, including homeroom, is required.

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

Excused Absences

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

1. Illness (including up to 5 days per school year for mental or behavioral health of the student) or injury
2. Serious illness or death in the family
3. Medical or dental appointment (an appointment card or other verification from the doctor's or dentist's office may be required.)
4. Unavoidable accident or emergency
5. Observance of a religious holiday or event
6. Circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety Court appearance (beyond student's control)
7. College Visit / Military Visit (with verification)
8. Attending a military honors funeral to sound "Taps" if the child is in grades 6 through 12
9. Military Family Absence *
10. Attend a civic event**
11. Other situations beyond the control of the student as determined by the Board of Education in Board Policy 7.70
12. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

*A student will be excused for up to five (5) days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-supported postings. Students are responsible for obtaining assignments and ensuring assignment completion.

**Any student from a public middle school or high school, subject to guidelines established by ISBE, shall be permitted by a school board one school day-long excused absence per school year for the student to engage in a civic event. The school board may require that the student provide reasonable advance notice and require that the student

provide appropriate documentation of participation in the civic event. "Civic event" means an event sponsored by a non-profit organization or governmental entity that is open to the public. "Civic event" includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. The State Board of Education may adopt rules to further define "civic event".

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

Unexcused Absences

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

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

Reporting Absences

Each day that a student is absent, his/her parent or guardian must call the Attendance Line before 8:30 a.m. to explain the reason for the absence. This is required regardless of a student's age at the time of the absence. The attendance phone line is available 24 hours per day. If a call has not been made to the school by 10:30 a.m. on the day of a student's absence, a message will go out by the attendance office to remind the parent/guardian to call the attendance line. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

When students return from a reported absence, they are to report directly to their first period class. An individual Absent/Tardy Notice will not be required. If the absence was not properly reported, report directly to the appropriate Assistant Principal.

Procedure for Arriving Late to School

1. If a student arrives after first hour begins, they must enter at the Main Entrance (Door A) and check-in at the main office before reporting to class.
2. The student will be given a pass that will admit them to class.

Procedure for Leaving School Early

1. A student's parent/guardian may make arrangements, in advance whenever possible, to have him/her check out prior to their usual dismissal time by calling the Attendance Line.
2. If a student's checkout time is during a class period, the yellow copy of the Absent/Tardy Notice may be delivered to the student prior to the checkout time. If the Absent/Tardy Notice has not been delivered, it is the student's responsibility to check in the Main Office prior to leaving.
3. At the appropriate time, report to the Main Entrance (Door A) and sign the Student Check-Out List.

A copy of a student's Absent/Tardy notice will be kept in the office until their return to school. If a student returns to school the same day, he/she must sign back in before returning to classes.

4. If a student becomes ill or injured in school or during lunch, the School Nurse or one of the Assistant Principals must check him/her out of school. Failure to check in or check out may result in disciplinary consequences.

A parent/guardian who takes their child out to lunch is required to follow the procedures mentioned above, and sign him/her out in the main office.

Students leaving school early should exit the building through the Main Entrance (Door A).

0 Hour Absences

Frequent absences from assigned 0 hour class may result in removal from the 0 hour period and placement in the equivalent class during the regular school day.

Prearranged Absences

Whenever you know in advance that you will be absent from school due to family vacation, required court appearance, business interview, college visitation or unavoidable circumstances not considered excused, your parent/guardian must contact your Assistant Principal to request a Prearranged Absence. It is your responsibility to secure a Prearranged Absent/Tardy Notice from the Assistant Principal and to make arrangements with each of your teachers regarding assignments. This should be done at least three days prior to your absence. Please note that prearranging an absence does not excuse absences that would otherwise be unexcused.

College Visitation

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

Chronic Absenteeism

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

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

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

The District will follow its diagnostic procedures in Board Policy 7.70 for identifying the cause(s) of a student's chronic absenteeism, including requesting documentation for absences and interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem. Students who are excessively absent from school may be requested to provide documentation from a professional/medical source explaining the cause of the absences. Students with excessive absences will be subject to administrative consequences.

Truancy

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

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

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

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

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

Chronic or habitual truants will be deemed to have withdrawn from enrollment after 15 consecutive unexcused absences, absent notice of exigent circumstances. ~~In addition, students who have notified the main office of an anticipated absence of 15 consecutive school days or longer without valid cause (e.g. traveling or visiting family out-of-town for an extended period of time), will be deemed to have voluntarily withdrawn from enrollment.~~ Students withdrawn from enrollment may re-enroll following the District's normal registration process at any time.

Unauthorized Skip Day

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

Tardiness to School and Class

All students are required to be on time to each class. Tardiness to class is unexcused unless a student presents, upon arrival to class, a Hall Pass that indicates why the student was detained by another teacher.

- If a student is not in their assigned class at the appropriate time, the tardy will be documented by the teacher. Teacher interventions may include student conference, parent communication, classroom level consequences or administrative referrals.
- Consequences will be administered by the Assistant Principal for unexcused tardiness to class or school beginning with the fifth tardy and any successive tardies. Missing an entire class or a significant portion will be considered truancy.

Excessive Tardies to School, May Result in Loss of Parking Privileges - Make-Up Work

It is the student's responsibility to make arrangements with each teacher regarding the work missed. For absences due to illness, suspension, or family emergency, students may request the Counseling Office to gather assignments from the teachers. In order to request assignments, call the Counseling Office and allow 24 hours for the assignments to be ready. The student's teachers will be contacted by the Counseling Office to get these materials. Students should be fully prepared to take any announced exam that was scheduled before their absence.

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

- **Excused and Unexcused Absence** - upon a previous day's notice, a student may be required to take a test or complete other make-up work at the scheduled time. The penalty for not doing this work will be decided by the teacher. Reasonable deadlines for tests and class work will be established by the teachers after careful consideration of the circumstances of the absence and must be met by the student. It is the student's responsibility to be aware of all class assignments and deadlines.
- **Prearranged Absence** - as determined prior to absence.
- **School-Related Absence** (field trips, contests, performances, etc.) - assignments and exams may be required in advance or as soon as the student returns to class. It is the student's responsibility to be aware of any work missed or announced during an absence of this nature. Students may be withheld from participation in any activity if involvement in that activity is unduly interfering with academic performance. Contact the teacher, sponsor or coach as early as possible to discuss any such problems.
- **Suspension** - Students have an obligation to make-up work that was missed due to a suspension **(see Suspension from School).**
- **Semester Exams -** All absences from semester exams must be cleared in advance by the Associate Principal or on the day of by the Assistant Principal. It is the student's responsibility to make arrangements with the teacher for completion of semester exams with the teachers involved. Students truant or otherwise unexcused from semester exams will receive a grade of "0", and their semester grades will be computed accordingly.

All assignments and tests missed due to absence must be made up, regardless of the reason for the student's absence. The student will be permitted the same number of days as he/she was absent to turn in the make-up work up to five (5) days. For additional time, the student should contact their teacher.

Home and Hospital Instruction

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

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

A student who is unable to attend school because of pregnancy 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 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.

Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that:

(1) Ensure the safety and dignity of students and staff;
(2) Maintain a positive, weapons-free and drug-free learning environment;
(3) Keep school property and the property of others secure;
(4) Address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and
(5) Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

To the greatest extent possible the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action.

Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances.

Parents/guardians are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance.

Cross Reference:
Board Policy 7.125, *Student Discipline Philosophy*

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including, but not limited to:

1. Using, possessing, distributing, purchasing, bartering, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, e-cigarettes, vapes, vape pens, or other vaping related products.
2. Using, possessing, distributing, purchasing, bartering, selling or offering for sale alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, bartering, selling or offering for sale:
   a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis

unless the student is being administered a medical cannabis infused product as authorized under *Ashley's Law* and Board Policy 7.270).

b. Any anabolic steroid unless it is being administered in accordance with a physician'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 medication when not prescribed for the student by a physician or licensed practitioner, when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions, or without following the procedures for student medication outlined below including without limitation failing to have a completed and signed "School Medication Authorization Form" on file, failing to keep medication in the original container, giving other students medication, or taking improper doses of medication. Violations of this paragraph may be reported to appropriate law enforcement agencies. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is being administered a medical cannabis infused product as authorized under *Ashley's Law* and Board Policy 7.270.
e. Any non-prescription medication without following Board Policy 7.270 and its implementing procedures.
f. Any inhalant, regardless of whether it contains an illegal drug or controlled substance (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
g. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
h. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, or controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
i. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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

4. Using, possessing, controlling, or transferring a knife, a "weapon," as that term is defined in the *Weapons* section of this policy, or a look-alike weapon, or violating the *Weapons* section of this policy.
5. Using or possessing an electronic mobile device including but not limited to mobile (i.e. cellular or smart) phone, video recording device, personal digital assistant (PDA), iPod, mp3 player, laptop, netbook, iPad, tablet, or other similar electronic devices 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, eavesdrop (e.g. secretly recording a conversation), or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer or electronic mobile device, commonly known as "sexting."

   Students are allowed to possess and use electronic mobile devices in school, provided they do not cause a disruption, and are not used, seen or heard during instructional time unless:

(a) The supervising teacher grants permission;
(b) Use of the device is provided in a student's IEP; or
(c) It is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault.
11. Teen dating violence, as described in Board policy 7.185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, or relocating personal or school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, a school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. 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.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
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.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations where the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or

automobile; (c) In a school's student locker, desk, or other school property; or d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions, supports and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose a disciplinary consequence.

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.

Disciplinary Measures

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

1. Notifying parent/guardian.
2. Disciplinary conference.
3. Withholding privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension in accordance with Board policy 7.200, *Suspension Procedures*. The Building Principal or designee shall ensure that the student is properly supervised.
7. Detention provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration may use this option as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this handbook or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7.220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7.200, *Suspension Procedures*. A student who has been suspended is prohibited from being on school grounds and at school activities during the period of the suspension.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board Policy 7.210, *Expulsion Procedures*. A student who has been expelled is prohibited from being on school grounds and at school activities during the period of the expulsion.
13. Transfer to an alternative program if the student is expelled or otherwise qualified for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and/or expulsion will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension and/or expulsion. In addition to the above list of disciplinary measures, juvenile authorities or other law enforcement may be notified whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances),

"look-alikes", alcohol, or weapons, or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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

Weapons

A student, who uses, possesses, controls, or transfers one of the following weapons at school, on school grounds, on a school bus, at any school-sponsored activity or event, or at any activity or event that bears a reasonable relationship to school, shall be expelled for at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code (18 U.S.C.§ 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
2. Ammunition;
3. A knife with a blade of at least 3 inches, switchblade knife, ballistic knife, billy club, brass knuckles, other knuckle weapon regardless of its composition, or any object listed in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
4. A look-alike firearm; or
5. Any other object if used or attempted to be used to cause bodily harm.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent or designee, and the Superintendent's or designee's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Students should report suspected possession or use of such items to any counselor, teacher, or administrator. Arrangements to bring such items to school for classroom demonstrations must be made in advance with one of the building administrators.

Re-Engagement of Returning Students

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

Required Notices

A school staff member shall immediately notify the office or the Building Principal in the event that he or she:

(1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision,
(2) observes, or has reason to suspect that, any person on school grounds is or was involved in a drug-related incident, or
(3) observes a battery committed against any staff member.

Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1,000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Associate Building Principal, Assistant Building Principal or School Administration Manager (SAM) is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to ten (10) consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of ten (10) days for safety reasons.

Student Handbook

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

A student handbook, including the District's student disciplinary philosophy, disciplinary policies and rules, shall be distributed to the students' parent/guardian within 15 days of the beginning of the school year or a student's enrollment.

Cross Reference:
Board Policy 7.190, *Student Behavior*
Administrative Procedure 7.190-AP2, *Gang Activity Prohibited*

Misconduct by Students with Disabilities

Behavioral Interventions

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

Discipline of Students with Disabilities

The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") and the Illinois State Board of Education's rules when disciplining a child with a disability as defined under IDEA. No child

with a disability shall be expelled if the child's particular act of gross disobedience or misconduct is a manifestation of 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. The use of prone restraint is prohibited.

Cross Reference: Board Policy 7.230, Misconduct by Students with Disabilities

Academic Dishonesty

~~Any student who knowingly participates in behavior that results in academic dishonesty will be subject to consequences. ¶~~
~~¶~~
~~The use of computer translators, electronic tampering or other misuse of computer technology in the academic setting, and any form of plagiarism, will be considered academic dishonesty. ¶~~
~~¶~~
~~Academic dishonesty may result in reduction of grade, loss of credit and/or other appropriate consequences.~~

Any student engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or emerging technologies ***(including but not limited to generative artificial intelligence technology)*** in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores will be subject to consequences, including possible reduction of grade, loss of credit and/or other appropriate consequences.

First Offense will be addressed by the classroom teacher, and the appropriate assistant principal will be notified. Subsequent offenses will be referred to the appropriate assistant principal, and consequences issued.

Suspension and/or dismissal from co-curricular activities are realistic consequences. In addition, any stipulations outlined by sponsors of such activities will be seriously considered in the disposition of each case.

Student Acceptable Use of Electronic Networks

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:

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.

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.

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.
d. The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
e. 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.

Receipt and Acknowledgement of the Student Acceptable Use of Electronic Networks is required before access to Electronic Networks is granted. Secondary students and their parent/guardian must sign the *Student Authorization of Acceptable Use for Electronic Networks* form and return it to the appropriate building administration before students will be granted access to District electronic networks.

Please see the Parent Forms section at the end of the handbook to view the District's 1:1 Laptop Agreement. Parents will acknowledge receipt and understanding of agreement during the online registration process.

Online Privacy Statement

The District respects the privacy of all website visitors to the extent permitted by law. This *Online Privacy Statement* is intended to inform you of the ways in which this website collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us.

There are four types of information that this site may collect during your visit: network traffic logs, website visit logs, cookies, and information voluntarily provided by you.

Network Traffic Logs

In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as email headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

Website Visit Logs

District websites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address

(URL or IP address) of the referring site (often called “referrers”), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

Cookies

Cookies are pieces of information stored by your Web browser on behalf of a website and returned to the website on request. This site may use cookies for two purposes: to carry data about your current session at the site from one Web page to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different websites and do not exchange cookies with other entities.

Information Voluntarily Provided by You

In the course of using this website, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

Each web page requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or the system administrator, with questions or concerns on the use of personally identifiable information.

While no system can provide guaranteed security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

Web Links to Non-District Websites

District websites provide links to other World Wide Web sites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this *Online Privacy Statement*; they may have their own policies or none at all. Often you can tell you are leaving a District website by noting the URL of the destination site. These links to external websites open a new browser window as well.

Please email your questions or concerns to the System Administrator.

Annual Notice to Parents about Educational Technology

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

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

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

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

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

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

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

Aiding/Abetting

Any student found to be either directly or indirectly involved in aiding, abetting, or assisting another student(s) found to be in violation of the student conduct code will be subject to disciplinary consequences ranging from verbal warning to expulsion.

School Dress Code

Students are expected to dress in accordance with commonly acceptable standards of decency and with regard to standards for health and safety. 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.

- Shoes or other appropriate footwear must be worn in the school building. Shoes that contain wheels should not be worn at school.
- No head covering that obscures the view of the student's face. Interpretation and enforcement of this rule is up to administration discretion.
- Words or pictures on articles of clothing, or book bags, notebooks or other personal possessions, which advertise or promote illegal drugs, alcohol or alcohol products, cigarettes or other tobacco products or any other items not legally usable by high school students will not be permitted. Also, statements or pictures which are violent or threatening in nature will not be permitted.
- Words or pictures on articles of clothing which are sexually explicit, offensive to commonly acceptable standards of propriety or suggestive in nature such as to constitute sexual harassment will not be permitted.
- Metal studs, chains longer than jewelry, and any other objects that may be used as weapons or that may be hazardous to persons or property are specifically prohibited.
- Clothing which fails to adequately cover the body, or which is torn or altered in an explicit or suggestive manner, will not be permitted. Shirts, blouses and tops which are not tucked in must be long enough to cover the midsection when the student is in a standing or sitting position. Pants or shorts must be worn at the waist.

If you have any questions regarding acceptability of a particular item of clothing, check with an Assistant Principal before you wear the item to school. First-time offenders will be required to correct the violation before returning to class. Administrative consequences will be assigned for flagrant first offenses or any subsequent offenses. Class time missed due to inappropriate clothing may be made up as a detention. Persistent violations will be handled as willful insubordination.

Damage to or Loss of School Property

The regulations of our Board of Education are very specific with regard to care of school property. These regulations state that students are required to pay for all damages which they have done to school property. Students may be assigned a disciplinary consequence for willful damage. All report cards, transcripts of credit or graduation diplomas may be withheld until all obligations are met.

Drug/Alcohol/Tobacco Prohibition

The possession, use, consumption, distribution, purchase, or sale of any substance, including, but not limited to, alcoholic beverages, drugs (prescription, over the counter and/or illegal), drug paraphernalia, controlled substances, marijuana, look-alike drugs, tobacco products, e-cigarettes, or any other substance when taken into the human body is intended to alter mood or mental state, including any item or substance which is represented by a student to be, or is believed by a student to be any of the aforementioned, regardless of the true nature or the appearance of the substance, is prohibited in school buildings, school buses, and on all other school property or school related events at any time, except with respect to prescription drugs used by the person for whom such drugs were prescribed in the manner intended by the prescribing medical doctor or with respect to a medical cannabis infused product administered to an authorized under *Ashley's Law*. See the "Medication at School" section of the handbook for appropriate use of prescription and over the counter medicine at school.

Drugs/Alcohol

Possession – Any student in possession, possession by consumption of any alcohol, legally controlled substance, illegal substance, prescription medications, or over the counter chemical substance as defined previously,

paraphernalia, or any substance purported or represented to be a legally controlled substance or illegal substance while on school property or attending school activities will be subject to school and legal consequences.

Any student in violation is subject to suspension from school for ten (10) days. All violations will be reported to the School Resource Officer and could result in an ordinance violation or arrest.

~~The ten (10) day suspension may be reduced to five (5) days if the student and parents/guardians agree, at their expense to:¶~~

1. ~~Have a drug/alcohol assessment. The family must have an appointment prior to the student's return to school.¶~~
2. ~~Work in cooperation with Unit 5 personnel to follow through with the recommendations of the assessment.¶~~
3. ~~Complete the assessment and subsequent recommended program, or the five days that were waived will be reinstated.¶~~

Cessation programs or other options may be available to reduce the overall suspension time

The administration reserves the right to withhold this option and/or recommend expulsion for a first offense. Repeat offenders will not have this option available and may be recommended to the board of Education for expulsion.

Sale/Delivery/Purchase

Any student who sells, delivers, or purchases any alcohol or drug substance defined above to another student or students during the school day, while on school property or in connection with attendance at school activities will be subject to school and legal consequences. Possession of a large amount or individually packaged substances that are prohibited will also be covered under the provisions of this section.

Any student who sells, delivers, or purchases any alcohol or drug substance is subject to suspension from school for ten (10) days may be recommended for expulsion. All violations will be reported to the School Resource Officer and could result in an ordinance violation or arrest.

Tobacco and E-Cigarette Devices

Possession - Students may not possess, smoke, chew, handle, exchange, or display tobacco items or E-cigarettes on school district property at any time. Tobacco products of any kind are not allowed in the school building, on the school grounds, including all areas maintained by our school district, or on a school bus.

Possession of tobacco products will result in administrative consequences. E-cigarettes found to contain any other substance, will be given consequences aligned to possession of the identified substance.

The school prohibits the possession of smokeless tobacco and any other tobacco products as well as e-cigarettes and vaporizing pens or equipment. Matches and cigarette lighters are also prohibited.

Use/Sale/Delivery - Use, sale, or delivery of tobacco products may result in a suspension from school not to exceed ten (10) days.

Students may receive an Ordinance Violation for tobacco possession/use/sale/delivery.

Prohibited items will be confiscated.

Electronic Devices

Students may not use or possess an electronic mobile device, including but not limited to a mobile (i.e. cellular or smart) phone, video recording device, PDA (personal digital assistant), iPod, mp3 player, laptop, netbook, iPad, tablet, or other similar electronic devices, 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, eavesdrop (e.g. recording a conversation without the consent of all parties) or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer or electronic device. Students are allowed to possess and use mobile devices in school, provided they do not cause a disruption and are not used, seen, or heard during instructional time unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's IEP; (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals. Instructional time is defined as times when students are assigned to a class, study hall, homeroom, or the IMC.

Administrative consequences ranging from verbal warnings to suspension will be issued for violations.

Fighting/Battery/Verbal Altercations

A fight will be defined as "two or more individuals involved in mutual, aggressive physical contact with one another." Battery will be defined as knowingly causing bodily harm or making physical contact of an insulting or provoking nature with another individual. Students involved in an incident of fighting/battery may be subject to a disciplinary consequence. Subsequent incidents may result in a suspension of up to ten (10) days and a possible recommendation for expulsion from school.

All incidents of fighting/battery will be reported to the School Resource Officer and could result in an ordinance violation or arrest.

Bystanders who encourage or instigate an altercation or interfere with staff members trying to break-up an altercation may be subjected to discipline consequences.

Verbal Altercations that result in a school disruption will result in a disciplinary consequence. Students may also be required to participate in a mediation session.

Fireworks

Possession, sale or use of fireworks or any explosive or incendiary device (lighters, matches) is prohibited in the school building, on school grounds, and on school buses. Violators will be subject to administrative consequences.

Food/Beverages

Food and/or beverages (except water) will be left up to teacher discretion in the classroom. Delivery of outside food products during the school day is not permitted for students.

Gangs and Gang-Related Activities

The presence of gangs or gang-related activities on school grounds is strictly prohibited. Student involvement in gangs, as a gang member or gang associate, or gang-related activities on school grounds, while school is in session, or at school-related events, including the display of gang symbols or paraphernalia, is strictly prohibited.

As used herein, the term "gang" is defined as a somewhat organized group of persons who form an allegiance of some duration. This group is sometimes characterized by a gang name, symbols, special dress, colors, or turf concerns. The activities of the group are anti-social, with its members frequently engaging in criminal activity. The gang creates an atmosphere of fear and intimidation within the school environment and/or community.

As used herein, the term "gang member" is defined as a person who actively joins with two or more persons who participate in or who are members of an organized group which has identified itself as a gang or part of a gang. The gang member must do more than be a mere associate of gang members. The gang member must actively participate in the group's anti-social behavior. The gang member frequently wears special dress, colors, or symbols, and claims membership in the group.

As used herein, the term "gang associate" is defined as a person who on occasion spends time in the company of two or more persons who by their activities have been identified as members of a gang. The gang associate does not engage in special dress, colors, or symbols, or have the same turf concerns as do gang members. The gang associate is an individual who does not claim gang membership but whose association with gang members is social in nature.

As used herein, the phrase "gang-related incident" is defined as any incident in which there is gang motivation as one of its elements. Not all criminal activity perpetrated by persons identified as gang members meets this criterion. Any criminal activity committed by gang members which promotes the group can properly be labeled as a gang-related incident.

As used herein, the phrase "gang-related activity" is defined as any conduct engaged in by a student (1) on behalf of any gang; (2) to perpetuate the existence of any gang; and/or (3) to effect the common purpose and design of any gang, including but not limited to manner of dress, use of symbols, graffiti, gestures, recruitment, harassment, intimidation, threatening or retaliation.

Students involved with any behavior as related to gangs or gang-related activity will be subject to a disciplinary consequence and other legal action as deemed appropriate.

Hall Pass

Students are required to have an appropriately marked and signed Hall Pass when not in their assigned classroom. Students who are in unauthorized possession of one or more passes will be subject to school disciplinary action for theft and/or possession of stolen property. Any student who forges or is involved in forging a pass will be subject to school disciplinary consequences.

Harassment

Preventing Bullying, Intimidation, Teen Dating Violence and Harassment Policy

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. *Board Policy 7.20*. This policy prohibits any person 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).
   b. *Board Policy 7.180*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:

a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
b. The Nondiscrimination Coordinator, Building Principal, Associate Building Principal, Assistant Building Principal, or a Complaint Manager identified in *Board Policy 7.20*.

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

Prevention of and Response to Bullying, Intimidation, and Harassment

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

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homelessness, or actual or potential marital status or parental parenting status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school related activity, function, or program.

Definitions from Section 27-23.7 of the *School Code* (105 ILCS 5/27-23.7)

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

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or

4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-2.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, District Complaint Manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager: and **Nondiscrimination Coordinator:**	Name:	M. Curt Richardson
	Address:	1809 West Hovey Ave; Normal IL 61761
	Email:	richardmc@unit5.org
	Telephone:	(309) 557-4082
Complaint Manager:	Name:	Dayna Brown
	Address:	1809 West Hovey Ave; Normal IL 61761
	Email:	brownda@unit5.org
	Telephone:	(309) 557-4032

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parents/guardians of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
    a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
    b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
    c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
    d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.
6. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
7. 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.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification or areas of a school where bullying occurs;
    d. The types of bullying utilized; and
    e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy

evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the *Board policies*, including without limitation, the following:
    a. *2.260* ~ A student may use this policy to complain about bullying.
    b. *6.60* ~ Bullying prevention and character instruction is provided in all grades in accordance with State law.
    c. *6.65* ~ Student social and emotional development is incorporated in the District's educational program as required by State law.
    d. *6.235* ~ This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
    e. *7.20* ~ This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic (the list of characteristics in 7.20 is the same as the list in this policy).
    f. *7.185* ~ This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
    g. *7.190* ~ This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
    h. *7.310* ~ This policy prohibits students from, and provides consequences for: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Cross-References:
Board Policy 2.260, *Uniform Grievance Procedure*
Board Policy 7.20, *Harassment of Students Prohibited*
Board Policy 7.180, *Preventing Bullying, Intimidation, and Harassment*
Board Policy 7.190, *Student Behavior*

Racial, Ethnic or Religious Harassment

Racial, ethnic or religious harassment is specifically prohibited and will not be tolerated. Language, gestures, apparel or behaviors which show disrespect, intimidate, threaten or cause injury on the basis of racial, ethnic or religious origin or background will constitute racial, ethnic or religious harassment. Harassment is against the law. A disciplinary consequence will be assigned for engaging in racial, ethnic or religious harassment. Students should report suspected harassment to any teacher, counselor or administrator. Students may be accompanied by a parent/guardian, friend or advisor in making such a report. Every report will be documented and investigated in a prompt, thorough and confidential manner. Reasonable attempts will be made to provide an opportunity for informal consultation and, where appropriate, informal resolution. The complainant will have an opportunity for reasonable input into decision-making regarding the method for resolving the situation.

Sexual/Sexual Orientation Harassment

Sexual harassment is specifically prohibited and will not be tolerated. Sexual harassment is defined as unwanted and unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an

student's education, or;
2. Submission to or rejection of such conduct is used as a basis for any education decision affecting such individual, or;
3. Such conduct has the purpose or effect of unreasonably interfering with a student's school performance or of creating an intimidating, hostile or offensive school environment.

As defined, sexual harassment includes, but is not limited to sexual flirtations, advances or propositions; verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual or his or her gender, appearance or sexual orientation; sex-oriented verbal kidding, teasing or joking; displays of sexually suggestive objects or pictures; demands for sexual favors; subtle pressure for sexual activity; and physical contact such as patting, pinching, touching or brushing against another's body.

Students should report suspected sexual harassment to any teacher, counselor or administrator. Students may be accompanied by a parent/guardian, friend or advisor in making such a report. Every report will be documented and investigated in a prompt, thorough and confidential manner. Reasonable attempts will be made to provide an opportunity for informal consultation and, where appropriate, informal resolution. The complainant will have an opportunity for reasonable input into decision-making regarding the method for resolving the situation. Students also have the option of contacting the district's Title IX coordinator if they feel they have been the victim of sexual discrimination and or harassment. Contact the Title IX Coordinator at the Unit 5 District Office, 557-4400, for more information on how to file a complaint and/or report such occurrences.

Unit 5 respects the right of every student to be free from harassment, including sexual orientation harassment. Sexual harassment is against the law. Disciplinary consequences will be assigned for engaging in sexual harassment.

Cross Reference:
Board Policy 7.180, *Preventing of and Response to Bullying, Intimidation, and Harassment*
Board Policy 7.185, *Teen Dating Violence Prohibited*
Board Policy 7.20, *Harassment of Students Prohibited*

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 affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

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 under this policy will be processed under Board Policy 2.260, 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 Ill. 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/aboutus/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 caseby-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 Board Policy 7.190, Student Behavior.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2.260, Uniform Grievance Procedure).

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

Cross Reference Board Policy 2.270

Insubordination

As a student of Unit 5, there is an absolute obligation and responsibility to follow verbal and written instructions from any faculty member and to properly identify oneself to any staff member in regard to all aspects of student behavior and conduct at school and school activities. Willful and deliberate refusal to do so is insubordination and may result in a disciplinary consequence.

Inappropriate Items for School

Laser pointers, cameras, video equipment, pornographic and offensive material as well as other items, too numerous to mention, that have no acceptable purpose for school may not be brought to school or on buses. If any such items are brought to school, they will be stored in the main office until parents/guardians make appropriate arrangements for the property to be returned.

Language and Gestures

Students are responsible at all times for their language and gestures. Profane or obscene language is always unacceptable. Students responsible for improper language and gestures directed toward any teacher, staff member, or students are to be reported to the appropriate Assistant Principal immediately for appropriate disciplinary action. Students will be subject to a disciplinary consequence for using obscene or otherwise offensive language or gestures toward a staff member. Disciplinary consequences will also be assigned for incidents not directed toward a staff member.

Locks and Lockers

All lockers must be locked. A combination lock that is sold and serviced by Unit 5 is recommended**.**

Lockers are school property. The school retains ultimate control of all lockers, including student lockers, and said lockers are subject to search to prevent school lockers from being used in illicit ways or for illegal purposes. The school reserves the right to inspect all lockers at all times to detect health or safety problems or violations of school rules or the law, including but not limited to the presence of illegal drugs, weapons or contraband, notwithstanding the fact that the lockers are assigned to the individual Unit 5 students who assume full responsibility for the security of their lockers.

Students are not to share lockers, use more than one locker, or use a locker that is not assigned to them.

Loitering

Loitering in the hallways in such a manner as to impede or hamper passing traffic, impede or hamper access to classrooms, offices or restrooms, harass or intimidate other students, create disturbance because of excessive noise

or otherwise disrupt the orderly operation of the school is prohibited. Violators will be subject to a disciplinary consequence.

Obstruction of an Investigation

Students who willfully obstruct the investigation of a school official by withholding information in response to direct questions or by giving information known to be false present a potential danger to student and staff safety will be subject to a disciplinary consequence.

Parking Regulations

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

1. Parking is authorized in the student parking lot only. Students may not park in or drive through the Faculty parking lots. Students may never drive behind the school. Students may only enter the Student Parking lot at the "Entrance" (NCWHS north driveway or east driveway at NCHS) and may not enter through the "Exit."
2. Each vehicle must have a High School permit. Permits are available at registration. Juniors and Seniors will be given priority in the purchase of parking permits at registration in the fall. If more parking is available after registration, a lottery will be held for Sophomores. A fee is charged for each permit and that permit may only be used by the student who purchased it
3. Permits must be permanently affixed to the lower left corner of the front window.
4. Each permit is issued for a specific vehicle. If this vehicle is replaced, the permit may be transferred by completing a new application in the Assistant Principal's Office. If the permit is not reusable, bring the remnants to the Assistant Principal for a replacement. If it is not recoverable at all, parent/guardian should contact the Assistant Principal. Temporary permits may be arranged with the Assistant Principal for special circumstances.
5. Vehicles may not be parked in the driveways or driving aisles.
6. All traffic laws, including but not limited to reckless driving and posted signs must be obeyed. The speed limit is 10 M.P.H.
7. Vehicles parked or operated in violation of these regulations will be towed at the owner's expense and/or other disciplinary consequences that may also include a temporary or permanent loss of parking privileges.
8. Unit 5 cannot be responsible for any damage that may occur in the student parking lot. Please be sure that your personal automobile insurance coverage is sufficient.

Parking on campus is a privilege. Students who fail to comply with disciplinary and/or academic expectations may be revoked. A refund will not be available.

Personal Property

Textbooks, articles of clothing and personal possessions should all be clearly marked with your name. You are discouraged to bring expensive equipment to school, school activities or on school field trips. The school district provides hall lockers for students to store their personal property. The school provides adequate facilities for students to store their belongings, but the school cannot take the responsibility for these belongings. Each student must be responsible for personal property and should therefore keep the locker locked and not share lock combinations with other students. If property is lost or missing, it must be reported to the teacher and the main office immediately.

Students are strongly encouraged not to carry large amounts of money at school. If necessary, the best practice is to bring a check for the proper amount.

Sexual Acts and Public Display of Affection

Public display of affection, including but not limited to, kissing, prolonged embraces, excessive inappropriate touching, and sexual acts are not appropriate for school and will not be permitted. A disciplinary consequence will be assigned to students that engage in public acts of affection. Parents/guardians may be contacted beginning with the second and all subsequent offenses. Continued offenses will be considered willful insubordination.

Search and Seizure

To maintain order 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, including student vehicles. "School authorities" include school resource officers.

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

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. This paragraph applies to student vehicles parked on school property. In addition, building principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

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

Student Searches

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

When feasible, the search should be conducted as follows:

- Outside the view of others, including students.
- In the presence of a school administrator or adult witness.
- By a employee with a professional educator license or school resource officer of the same sex as the student.

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

Access to Student Social Networking Passwords and Websites

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. 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 in order 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 District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such 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 is present during the questioning; and (c) if practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Cross Reference:
Board Policy 7.140, *Search and Seizure*

Snowballs

Throwing snow and/or ice presents a serious safety hazard to persons and property and is prohibited. This prohibition includes snow and/or ice thrown onto school grounds from adjacent property or at school buses or other vehicles. Disciplinary consequences will be assigned.

Substitute Teachers and Other Substitute Employees

Substitute teachers and other substitute employees retain the same responsibility and authority as the persons for whom they are employed. Students' obligations toward substitute employees are the same as toward permanent employees.

Theft or Possession of Stolen Property

Students who find or are in possession of personal property not belonging to them, should bring the items immediately to the office. Students responsible for stealing school or private property (including student identification cards) or for being in unauthorized possession of property that does not belong to the student, whether or not it is "stolen", or reported as stolen will be subject to a disciplinary consequence.

Specific consequences may be modified due to the relative value and/or importance of the stolen property and other circumstances of the situation. "I found it," "I bought it," "It's not mine," or "I didn't know it was there," will not be acceptable reasons for a student to be in possession of lost or stolen property.

Threats Directed Toward or Actions Taken Against Staff Members

Students who are responsible for threatening teachers' or other staff members' personal safety or for threatening or vandalizing their personal property will be subject to a disciplinary consequence, a possible referral to the Regional Alternative School's SAVE program, possible expulsion proceedings, and possible legal action as deemed appropriate by the individual staff member and school district.

Transportation/School Buses

Eligible students are assigned to a specific bus route and pick-up/drop-off point. Temporary changes must be arranged in advance through the Assistant Principals. Behavior on the bus and at the pick-up/drop-off point must conform to the requirements for school conduct described in the Student Conduct and Discipline section of this handbook. Students must recognize and yield to the authority of the bus driver. Infractions that cannot be resolved by the driver will be reported to the Assistant Principals. Consequences range from warnings to suspension from the bus.

For all transportation related issues, please contact the transportation call line at 557-4BUS (557-4287).

Rules for Bus Riders

1.
2. Bus behavior has the same expectations as the school/classroom.
3. Talking and other distractions to the driver must be kept to a minimum.
4. No talking at all when the bus comes to a railroad crossing, so the driver can hear any approaching trains.
5. While on the bus and while the bus is in motion, you must stay in your seats with arms and legs out of the aisle.
6. Get permission before opening a window, and do not throw or stick anything out of the window.
7. There is to be no loud talking and/or yelling on the bus.
8. Cross the road at least ten (10) feet in front of the bus and then only on a signal from the driver.
9. While unloading, let the student closest to the front get off the bus first.
10. Move away from the bus door quickly after unloading. Stay clear of the rear wheels. Never walk behind the bus.
11. No inappropriate use of cell phones will be allowed on the bus (i.e. taking pictures, movies, recordings, etc.).

Courses Meeting at Bloomington Area Career Center (BACC)

A number of students have elective courses that meet only at the BACC. District transportation will be provided to and from the BACC each day with the exception of the first session. Students participating in the first session will need to transport themselves to BACC. Unit 5 will provide return transportation from BACC to the home high school. Private transportation may be used with advanced written approval by an Assistant Principal. Students who violate this provision will be assigned administrative consequences.

In addition, students who enroll in BACC will be subject to a quarterly performance review that will consider student behavior, attendance, and performance, with the possibility of being moved out of BACC coursework due to concerns in these areas. **Unauthorized Areas**

Students are not to be in unauthorized areas of the building during the school day or at times before or after the school day without specific permission from a Unit 5 staff member. Students out of class on a pass or to go to the restroom are to take the shortest route to their nearest destination and to return by the same route. Students who violate this directive may be subject to penalties for vandalism and/or theft that occur while they are in an unauthorized area as well as penalties for being in an unauthorized area without permission.

The parking lots, locker rooms (when not in PE class), hallways, restrooms (when not in possession of a hall pass), auditorium, multipurpose room, and any vacant classroom or office are considered to be unauthorized areas. Students are never to be in these areas without express permission from the Assistant Principals. Administrative consequences will be issued for being in an unauthorized area.

Video Surveillance

Video cameras are in use throughout the school to help insure the safety of the students and staff in the building. Students who tamper with or damage the video equipment will be assigned a disciplinary consequence.

Explanation of Student Disciplinary Interventions

Student Conferences

Based on the disciplinary infraction, students may be required to have a conference with a teacher, administrator, or another student. The conference would provide an opportunity for all parties to discuss the situation and collaborate towards resolution of conflict or problem.

Student Contracts
Student contracts define for all parties the behavioral and academic expectations for students and supports that will be provided to students as they re-enter from another placement, return from a suspension or expulsion, or after a series of disciplinary infractions.

Teacher Detentions
Teachers may assign detentions to be completed with them. They will issue a copy of the Classroom Detention Notice to the student and will allow the student at least one-day notice. If the student fails to complete this obligation assigned by the teacher, the length of the detention will be doubled by the Assistant Principal. If this assignment is not completed within five (5) school days, an administrative detention may be assigned.

Loss of Privileges
Loss of privileges may include, but is not limited to, lunch detention, loss of parking pass, extracurricular/school event attendance privileges, and/or Senior Homeroom exemption.

Administrative Detentions
Students may receive detentions from an Administrator for violations of handbook policy. If the detention assignment is not completed by the deadline, further administrative consequences will be issued.

Removal from Classes
The Assistant Principals may remove a student from one or more classes and require attendance in the office or Study Hall on a temporary basis. Credit will be given for classroom work that is missed due to removal from classes only if the student submits completed assignments the day of return to class or as agreed upon with individual teachers. It is the student's responsibility to secure assignments from teachers.

Suspension from School
Suspensions from school include in-school suspensions and out-of-school suspensions, and shall be in accordance with Board policy 7.200, *Suspension Procedures*. If a student is suspended from school for gross disobedience or misconduct, he or she will be sent home for a specified period of time. During the period of suspension, the student may not be on school grounds and may not attend or participate in any school activities. A suspension ends when the student is readmitted to classes.

Credit will be given for classroom work missed due to suspension from school only if completed assignments are submitted within a period of time not to exceed the length of the suspension, up to a maximum of three (3) days. Assignments given before the period of suspension will be given credit if submitted upon a student's return to school.

Expulsion from School
Expulsions from school shall be in accordance with Board policy 7.210, *Expulsion Procedures*. Students who engage in gross disobedience or misconduct may be expelled from school for a definite time period not to exceed two calendar years. During the period of expulsion, the student may not be on school grounds and may not attend or participate in any school activities.

Appeal of Discipline Decisions
Any parent/guardian has the right to request a review of any disciplinary action. If such a review is desired, the Associate Principal should be contacted as soon as possible in order to initiate the appeal procedure.

Step 1 Associate Principal

Step 2	Unit 5 Executive Director of Human Resources and Student Services (557.4400)
Step 3	Unit 5 Superintendent (557.4400)

Student Services

Accessibility

Assistance for persons with disabilities is available and should be requested as needed. Contact the high school office for assistance.

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 each "child with a disability" enrolled in the school. The term "child with disability" means a child 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:

_____ (name)
_____ (phone number)
_____ (office location)

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:

Carrie Chapman, Director of Special Education: 557.4400

English Language Learners

The District 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;, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Language Learners program, contact the Director of Multilingual Services, Leslie Webb at the unit office, 309.557.4039.

Child Find Responsibility

Our school actively seeks out and identifies all students from 9th to 12th grade or through age 21 who may be eligible for special education and related services. Procedures include ongoing review of each child's performance and progress by teachers and other professional personnel, in order to refer those children who exhibit problems which interfere with their educational progress and/or their adjustment to the educational setting, suggesting that they may be eligible for special education and related services.

When a staff member concludes that an individual is in need of referral for an evaluation based on factors such as a child's educational progress, interaction with others, or other functioning in the school environment, the member shall refer the student to the building based intervention team for consideration of an individual evaluation.

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 upon request and at any other time upon request.

Foreign Exchange Program

Classes and credit will be included so the foreign exchange student coming to Unit 5 can experience a full year of academics. The student will be a senior; however, only a certificate of attendance will be issued. Applications must be submitted to the Building Principal by May 1 of the previous year.

Student Monitors or Assistants

Some teachers utilize student assistance for secretarial work, lab assistance, office monitors, etc. In such cases, a "Request for Student Help" form should be completed and returned to the Assistant Principal.

Students must be under the direct supervision of a staff member at all times while serving as a student assistant and must follow all school rules regarding attendance and conduct.

Counseling Office

- Course selection/scheduling for students
- Career counseling, including Career Cruising
- College and Vocational counseling
- Registration of new students
- Individual counseling
- Academic counseling
- Communication with parents
- Collaboration with outside agencies as needed
- Test administration
- Assist with college applications, recommendations, and scholarships
- Gathering homework assignments
- Group counseling

Employment Certificates (Work Permits)

Applications for Employment Certificates for 14 and 15-year-old students are available. Contact the Registrar in the Counseling Office. Certificates of Age will be issued for students 16 years of age and over.

Chestnut Health Services

A Chestnut Health Services Counselor provides confidential counseling services for students. Students can be referred by school staff, parent/guardian, or themselves to talk with the chestnut Counselor about a variety of life challenges including mental health and substance abuse concerns. To learn more about this service, contact the guidance office.

Project Oz Youth Specialist

Project Oz is a non-for-profit agency that operates in McLean County. A School Youth Specialist's responsibilities are to assist in the areas of truancy, academic deficiency, personal stress, and family related issues. Services may include tutoring, assisting families with locating resources, and one to one or family counseling. To learn more about this service, please contact the guidance office.

Applying For College

1. After selecting possible colleges, fill out an application online at the college website. Prepare applications thoroughly, having an adult review your application. Most online applications allow for the student to save their work along the way before submitting.
2. Application fees are usually required. Students with financial need may qualify for an application fee waiver. Check with your Counselor.
3. Obtain a "Transcript Release Form" from the Counseling Office or Counseling website for each college application in order for your official transcript to be sent. Each transcript will cost $3. Transcripts are only considered official if mailed from the high school.
4. Official ACT and/or SAT scores must be ordered directly from ACT (www.actstudent.org) or SAT College Board
5. (www.collegeboard.com).

Testing

Preliminary Scholastic Aptitude Test /National Merit Scholarship Qualifying Test (PSAT)

The Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT) is given to juniors in October. There is a fee charged for this test. Registration period will be in the daily announcements. State Farm and a number of other corporations and businesses use this test as a means of awarding scholarships. All college bound students are encouraged to participate.

~~Illinois Science Assessment (ISA)~~¶

~~The Illinois Science Assessment is administered each Spring to students in the 11th grade. The purpose of the ISA is to determine student/school/district performance on grade level standards in science. The IAR scores are used by the district to evaluate curriculum and instruction. The ISA scores are utilized by the state as the accountability measure as defined in its ESSA plan.~~¶

Pre-ACT**~~Scholastic Aptitude Test (PSAT 9 & 10)~~**

~~The Pre-Scholastic Aptitude Test (PSAT) is administered to 9th and 10th graders~~ Students in Grade 10 will take the preACT Secure, and students in Grade 9 will take the preACT 9 Secure on a date set by the state which usually occurs in mid-April. The purpose of the ~~PSAT~~ assessment is to determine student/school/district performance in Math and ELA. ~~Students may use PSAT/SAT scores as a way to place directly into dual credit courses at Heartland Community College. Students may use PSAT scores as college readiness Indicators as scores correlate to the SAT.~~¶

AP Tests

The Advanced Placement (AP) program is offered by The College Board and provides high school students the opportunity to take a three-hour exam in May to potentially qualify for college course credit. All students throughout the world take a given exam on the same day. Although The College Board does not mandate taking an AP course before completing the exam, it is much more likely a student completing an AP course will be able to attain a qualifying score. Each exam is graded on a point basis with a range from one to five. A score of five, four, or three is considered to be a qualifying score. Illinois law requires each public institution of higher education to comply with the same standard of awarding course credit to any student receiving a score of 3 or higher on a College Board Advanced Placement examination and applying the credit to meet a corresponding course requirement for degree completion at that institution of higher education. However, there is no guarantee that a college will accept AP credit. At the same time, The College Board indicates that over 90% of United States colleges accept AP credit and/or offer advanced placement. A student should determine potential credit or placement with the college he/she plans to attend. College websites often address AP credit and other opportunities to get advanced standing.

There is a cost for each exam. Students with financial need may qualify for a free/reduced fee. Students should check with the AP Coordinator (Counseling Office) to determine eligibility for the fee reduction. Registration for the exam will be necessary by the end of February in order to meet College Board deadlines.

Unit 5 is pleased to offer AP courses in several disciplines (English, foreign languages, mathematics, music, science, and social studies). Unit 5 will only offer AP exams that correlate to the ones taught this school year. Each AP class is expected to have the rigor of a comparable college level course. There are several AP options for junior and senior students.

For additional information and AP test schedule, contact your counselor, AP Coordinator, or The College Board website at http://www.collegeboard.com/student/testing/ap/about.html. That site will lead you to specific AP information.

College Entrance Tests

Most colleges require a college entrance test as a part of their admission requirements--American College Test (ACT) or Scholastic Aptitude Test (SAT). Illinois requires junior students to complete the ACT~~SAT~~ on a state designated testing date. The ACT~~SAT~~ is a graduation requirement for Illinois students. The state sponsored ACT~~SAT~~ will be administered, at no cost, to all juniors.

College entrance tests are usually taken in the spring or summer of the junior year in high school. You can take these tests as many times as you like. There is a fee charged for taking these tests. General information, test sites and registration materials for these tests are available in the Counseling Office or at www.actstudent.org or www.collegeboard.com.

School Psychologist - Social Worker

The school district employs school psychologists and school social workers who have specialized training. If you desire additional help with a particular problem, arrangements may be made by your counselor or Assistant Principal.

School Resource Officer

Through a joint partnership with the Normal Police Department, Unit 5 utilizes the School Resource Officer (SRO) program. The SRO acts as a liaison of the Normal Police by assisting students with law related advise, documenting police reports, and working with the Assistant Principals regarding investigations of a criminal nature.

Instructional Media Center (IMC)

IMC Access and Procedures

The Instructional Materials Center is open every day before and after school. Listed below are guidelines informing you on how to attend the IMC, expected behavior when using the IMC, and procedures for checking out IMC materials?

Before and After School:

1. Students are welcome and encouraged to use the IMC before and after school.
2. Students may use this time to locate learning materials, study, or use computers.

During Lunch Periods:

1. Students are welcome to come to the IMC during their lunch period.
2. Students may come to the IMC during homeroom only with a pass from their teacher.

From a Classroom:

1. Students must have a pass from their teacher to come to the IMC during class.
2. Since study hall students and classes are scheduled in the IMC, faculty are asked to send no more than five students at a time from class with a pass unless prior arrangement with the IMC staff have been made.

From a Study Hall:

1. Students must sign the IMC sign-out sheet in the study hall.
2. When classes are in the IMC, the number of students admitted from study hall will be adjusted because of seating limitations and demands of classes on computer availability. First priority will be given to students who have a pass from a teacher to work on an assignment.
3. Come directly to the IMC: do not stop at a locker, restroom, or Counseling Office.

Student Expectations for Using the IMC

Respect your peers' learning

1. Students must have a purpose for being in the IMC, even if it's just reading for pleasure or working on homework. Students must be engaged in what they came to the library to do, not spend the time napping or socializing.
2. Students are requested to keep their voices at a respected noise level.
3. Students must respect the right of everyone to accomplish study and work goals.
4. Students are requested to turn off cell phone ringers.

Respect your IMC Facility

1. Return library books, textbooks, laptops, supplies and games to designated places.
2. One student per seat.
3. Keep feet off of furniture.
4. Report broken or missing items.
5. Return furniture to its proper place.
6. Keep the facility clean by throwing away trash and picking up after yourself.

Circulation of IMC Materials

1. Your student ID serves as your library card for checking out all materials and technologies.
2. Students may check out books for reading and research in addition to school textbooks. Books may be checked out for three weeks. Books may be renewed unless a reserve request has been issued. Students are given a grace period after which a fine of $.10 per school day is charged for overdue books.
3. Reference and reserve books may be checked out after school. These books are due before first hour the following school day. Overdue reference and reserve books are charged $.10 per day.
4. Returning materials on time is your responsibility and will save you money. Overdue notices will be sent weekly. Report to the IMC as soon as possible after receiving an overdue notice. Students are financially responsible for lost, damaged, or stolen items checked out in their name. Fines and lost book charges are collected at registration and must be paid by seniors before graduating.

Textbooks

Textbooks are checked out to students through the IMC during school registration with their student ID. Students are asked to write their name inside the cover of the textbook Students who are dropping/transferring schools are responsible for returning all textbooks to the IMC before they leave. The drop form is available from the Assistant Principal. For students that are dropping a class, the drop form is available in the Counseling Office. All textbooks will be collected in the classrooms and returned to the IMC at the end of each semester (for semester classes) or at the end of the school year (for year-long classes). Students will be charged for lost, missing or destroyed textbooks at the end of the school year.

School Nurse

The primary function of the school nurse is to promote student health and safety and maintain student records. If a student becomes ill or injured at school when the nurse is not present, another school official will provide care. Please contact the school nurse at your child's school any time you have questions or concerns This handbook is not intended to be all inclusive. Students will be excluded from school for any health condition that in the professional, clinical judgment of the Certified School Nurse places that student or others in the school community at a health or safety risk. Certified School Nurses utilize Evidence Based Practice and collaboration with health care professionals and organizations to make decisions best for the students and school community.

Procedures

1. If you become ill or injured during the school day, report to the Nurse's Office with a Hall Pass from the class you are in or will be missing. Do not come in between classes without a Hall Pass.
2. Sign in and out of the Nurse's Office using the computer and your student ID.
3. If it is necessary for you to be excused from school, the nurse will contact your parent/ guardian

and will write an Absent/Tardy Notice. Do not call/text your parent/guardian before reporting to the nurse.

4. No treatment except first aid will be given by the nurse. If additional treatment is required, the nurse will contact parent/guardian to make appropriate arrangements.
5. If the school nurse is not available, you are to report directly to the Main Office.

Illness or Accidents at School

All accidents and illnesses which occur at school or at a school function are to be reported to the office. If they are considered serious or if the accident or illness remains in question to the school nurse or office staff, parents will be notified.

The Illinois General Assembly does not require school districts to carry student accident insurance. If a student is injured at school or during a school activity, the parent/guardian's health insurance company should be contacted for coverage.

The Unit 5 District does make available low cost student accident insurance for all students that attend our schools. This insurance application is available at all our school buildings.

Additionally, the State of Illinois All Kids health insurance program is available to all children in the state regardless of income level. This program provides health insurance for a child which includes accident insurance. Information about the All Kids program can be found at www.illinois.gov/hfs/medicalprograms/allkids.

Cross Reference:
Board Policy 4.170, *Safety*

Emergency Numbers

Emergency information will be maintained for all students and should be filled out during the registration process. It is important to have the name and phone number of a person other than the parent/guardian to call in case of a school emergency when parents cannot be reached. Please contact your school office if any changes in this emergency information occur during the school year.

Immunization, Health, Eye, and Dental Examinations

Illinois law requires that all students entering an early childhood program, kindergarten, sixth, or ninth grades, or transferring from out of state, have a physical examination within one calendar year ***prior*** to the date of entry. The examination must include a complete immunization record and medical history. Students transferring from another Illinois school must present copies of their current Illinois health records.

Section 27-8.1 of the Illinois School Code states: "If a child does not comply…then the local school authority shall exclude that child from school until such time as the child presents proof of having had either the health examination or those required immunizations which are medically possible to receive immediately."

All students entering ECE, Pre-K, Kindergarten, 6th grade, and 9th grade must submit a current physical exam and complete immunization record by the FIRST DAY OF SCHOOL. For detailed information on immunization requirements, click on the link below or check with your health care provider. http://www.isbe.net/pdf/school_health/immunization-requirements.pdf. Children without physicals and immunizations will NOT be allowed to start school until the school nurse receives the records. NO appointment cards will be accepted. *Sports physicals are NOT accepted for this requirement.* It is strongly recommended that

you turn in these requirements by the walk in registration date each year either in person or by mailing it to the school.

Parents/guardians who object to the health examination or immunizations on religious grounds must present an "Illinois Certificate of Religious Exemption to Required Immunizations and/or Examination" form found at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf to the local school authority. This form must be signed by both the parent/guardian and the child's health care provider responsible for performing the child's health examination. If a child cannot be fully immunized because of health reasons (medical contraindication), the physician must state this fact on the health examination certificate.

In the event of a diagnosed case of a communicable disease the school nurse will consult with the McLean County Health Department to determine the need to exclude students not protected by immunizations, utilizing the most current Illinois Department Public Health Rules and Regulations.

The following immunizations are required by the State of Illinois for students in grades Pre-K through 12. The specific requirements for each are determined in Section 665.240 (Basic Immunization) and Section 665.250 (Proof of Immunity) of Title 77 of the Illinois Administrative Code.

1. DPT/DTaP/Tdap
2. OPV/IPV
3. Measles/Mumps/Rubella (MMR)
4. Varicella
5. Hepatitis B (required for early learning programs and 6th grades and up)
6. Hib (required for early learning programs)
7. Pneumococcal (required for early learning programs)
8. Meningococcal (required for 6th-8th grades and 12th grade)

Eye Examination

Effective in 2008, Illinois law requires all children in kindergarten or enrolling for the first time in an Illinois school to have an eye examination completed by a licensed ophthalmologist or optometrist on file at the school by the first day of school.

Exemptions

A student will be exempted from the above requirements for:

- Religious grounds if the student's parent/guardian presents to the Building Principal an "Illinois Certificate of Religious Exemption" form signed by both the parent/guardian and the health care provider; https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf
- Health examination or immunization requirements on medical grounds if a physician provides written verification;
- Eye examination requirement if the student's parent/guardian show an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
- Dental examination requirement if the student's parent/guardian show an undue burden or a lack of access to a dentist.

Cross Reference:
Board Policy 7.100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*

Homeless Child

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

Medical

Student Medication

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian and healthcare provider with prescriptive authority must complete a *School Medication Authorization Form* requesting that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

~~Except when the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen®, an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician, no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* is submitted by the student's parent/guardian. Teachers and other non-administrative school employees, except nurses, shall not be required to administer medication to students. However, provided a *School Medication Authorization Form* has been completed and signed by the student's parent/guardian and healthcare provider with prescriptive authority, teachers and other non-administrative school employees may dispense medication to students, administer medication to students, or supervise a student's self-administration of prescription or non-prescription medication as provided in Board Policy 7.270, and coaches and sponsors of school-related activities may be required to dispense and supervise a student's self-administration of medication.¶~~

Except when: (1) the school nurse or a delegated school employee administers or supervises a student's self-administration of limited over-the-counter medications; or (2) the school nurse or trained personnel, as defined by State law, administers an undesignated epinephrine injector, e.g.: EpiPen ® , an opioid antagonist, undesignated asthma medication, or undesignated glucagon to a person that the school nurse or trained personnel in good faith professionally believes is having an anaphylactic reaction, an opioid related overdose, respiratory distress, or life-threatening low blood sugar under a standing protocol from a licensed physician; no District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. A parent/guardian may opt-out from the administration by or supervision of a student's self-administration by the school nurse or delegated school employee of limited over-the-counter medications during online registration or by completing Exhibit 7.270-E9, Parent/Guardian Opt-Out from Administration or Self-Administration of Limited Over-the-Counter Medications.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in Board Policy 7.270 and its implementing procedures.

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

School District Supply of Undesignated Limited Over-the-Counter Medication

The Superintendent or designee may maintain a supply of undesignated limited over-the-counter medications in the name of the District and provide or administer them as necessary consistent with Policy 7.270. This may include but is not limited to: normal saline skin cleanser, Lubriderm lotion, anti-itch cream, eye irritation relief drops, contact solution, orajel, antibiotic ointment, first aid and burn cream, and numbing wipes.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector and/or asthma medication prescribed for use at the student's discretion. A student may self-administer other medication, including medication required under a qualifying plan, dispensed by a delegated school employee, provided the student's parent/guardian and healthcare provider with prescriptive authority has completed and signed a *School Medication Authorization Form*. A student's self-administration of medication other than an epinephrine injector or asthma medication must be under the direct supervision of a delegated school employee. A qualifying plan means: (1) an asthma action plan; (2) an Individual Health Care Action Plan; (3) an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form; (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

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

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the

School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

School District Supply of Undesignated Glucagon

The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a parent/guardian of a student who is a minor or any other individual who is at least 21 years of age to register with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer a medical cannabis infused product to a student.

A designated caregiver is allowed to administer a medical cannabis infused product to a child who is a student on the premises of 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, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

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

State law does not require school personnel to administer medical cannabis to students. Trained school nurses and administrators are allowed, but not required, to administer a medical cannabis-infused product to a student who is a registered qualifying patient. Prior to the administration of a medical cannabis-infused product under subsection, a school nurse or school administrator must annually complete a training curriculum developed by the State Board of Education, in consultation with the Department of Public Health, on the administration of medical cannabis-infused products and must submit to the school's administration proof of its completion.

A trained school nurse or administrator is allowed to administer a medical cannabis infused product to a child who is a student while on school premises, at a school-sponsored activity, or before or after normal school activities, including while the student is in before-school or after-school care on school-operated property or while the student is being transported on a school bus if:

1. The student possesses a valid registry identification card issued by IDPH;
2. A copy of the registry identification card is provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*, specifying the times where or the special circumstances under which the medical cannabis infused product must be administered.

The written authorization and a copy of the registry identification card(s) must be kept on file in the office of the school nurse. Medical cannabis infused products must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator.

Medical cannabis infused 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.

Discipline of a student for being administered a product by a designated caregiver pursuant to this Board Policy 7.270 is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The School District Supply of Undesignated Asthma Medication section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

This School District Supply of Undesignated Epinephrine Injectors section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The School District Supply of Undesignated Opioid Antagonists section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

The School District Supply of Undesignated Glucagon section of Board Policy 7.270 and this Handbook is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber; or (2) fill the District's prescription for undesignated school glucagon.

The Administration of Medical Cannabis section of Board Policy 7.270 and this Handbook is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) will ensure all notifications required by State law and administrative procedures occur.

Disclaimers

Upon implementation of Board Policy 7.270, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation parent(s)/guardian(s) of students, should rely on the District for the availability of undesignated medications. Board Policy 7.270 and this Handbook do not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications.

Cross References:
Board Policy 7.270, *Administering Medicines to Students*
Administrative Procedure 7.270-AP1, *Dispensing Medication*
Exhibit 7.270-E1, *School Medication Authorization Form*

Failure to Follow Medical Procedures

Failure to follow the procedures for self-administration of medication outlined in this section will be considered a disciplinary situation and will be handled according to procedures outlined in the "Controlled Substances" section of this handbook. This includes, but is not limited to, giving other students medications not prescribed for them or taking improper doses of medication. Violators will be subject to disciplinary consequences, and may be reported to appropriate law enforcement agencies (see Over the Counter Chemical Substances).

Student Concussions and Head Injuries

If a student sustains a physician-diagnosed concussion, either during school hours or outside of school, parents are requested to notify the school. If a student's parent/guardian is requesting academic accommodations after a concussion, the Unit 5 Concussion Staging Form must be completed by the student's physician (elementary, junior high, high school) or athletic trainer (high school only) and submitted to the school nurse.

A student that participates in an interscholastic athletic activity and who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be immediately removed from participation or competition at that time. A student that participates in an interscholastic athletic activity who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until cleared to do so by a physician (licensed to practice medicine in all of its branches in Illinois) or a licensed athletic trainer working under the supervision of a physician and the District's return-to-learn and return-to-play protocols have been completed.

Vision and Hearing Screenings

Vision and hearing screenings will be conducted at state-mandated grade levels. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo the mandated vision screening. If a report of an eye examination within the last 12 months by an optometrist is on file at the school. The vision examination report must be completed and signed by the optometrist. This section of the student handbook constitutes notice to parents and guardians of students in the grades mandated for vision and hearing screenings. Vision and hearing screenings will be conducted for all students in the mandated grades unless the parent provides a written request that the student not be screened, or, in the case of vision screening, provides a current eye examination report.

Board Policy 7.305, *Student Concussions and Head Injuries*
Administrative Procedure 7.305-AP1, *Program for Managing Student Concussions and Head Injuries*
Exhibit 7.305-AP1, E1, Concussion Information
Administrative Procedure 7.305-AP2, *Concussion Care Protocol -Return-to-Learn and Return-to-Play*
Exhibit 7.305-AP2, E1 *Concussion Staging Form*
Exhibit 7.305-AP2, E2 *Return-to-Play Consent Form*
Exhibit 7.305-AP2, E3 *Concussion Care Graphic ~ Return-to-Learn and Return-to-Play*

Physical Education/Activity Restrictions

~~If you must be excused from Physical Education/Health activity for more than three days because of illness or injury, you must have a physician's request that states:¶~~

1. ~~Type of illness or injury¶~~
2. ~~Activities in which you cannot participate¶~~
3. ~~The specific length of time this request is to be effective~~

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~~The request must be presented to the School Nurse before school. She will forward it to your Physical Education teacher. A physician's request to excuse a student from some Physical Education activities due to a long-term or chronic medical problem will be honored. The teacher will work with student on alternate non-physical activities and to make –up missed classes. If the condition persists into the following school year, a new request must be brought from the physician. Physician's requests will be kept on file as a permanent document by the School Nurse.¶~~

Physical Education Activity Restrictions

If you must be excused from Physical Education/Health activity for more than three days because of illness or injury, you must have a physician's request that states: 1. Type of illness or injury 2. Activities in which you can/cannot participate 3.The specific length of time this request is to be effective The request must be presented to the School Nurse before school. She will forward it to your Physical Education teacher.
A PE modification form is available for extenuating circumstances that impact participation.

For the PE staff to do everything it can to modify your activity for continued active participation, please print out a PE Modification Form for your physician to fill out.

If a physician restricts you from all participation, those days will need to be made up. If there is an extended restriction (exceeding 2 weeks) please see your instructor for alternate options. Any student who is physically exempt for 8 weeks or more will be withdrawn from class and placed in a virtual PE course to be completed for PE credit.

Disability Assistance

Persons with a disability of either a temporary or permanent nature may receive help by request through the nurse, counselors, or administrators.

Health Information

Health information gathered through screening registration forms, physical exams, oral/written communication by a health care provider or parent/guardian may be shared by the certified school nurse with those individuals (i.e. teachers or other school personnel) who have an educational interest in enhancing the health and safety of the student. This information may be shared via written or electronic communication or by direct personal contact. If you do not wish this information to be shared, please send a written request to the school office by the end of the first week of attendance.

Counseling

Each building has counselors available to assist students who require additional assistance. Counselors will assist students in several areas including the following:

- Personal/Social - peer relationships, communication, and decision-making.
- Educational – study habits, homework, student/teacher relationships, grades, course selection.
- Vocational – career information and exploration, interests, abilities, career planning, and training opportunities.
- Testing – achievement, ability, and aptitude.

Students will be assigned a particular counselor; however, students can request to talk to the counselor of their choice. The services of a school psychologist and school social worker are also available through the Counseling Office.

Cross Reference
Board Policy 6.270, *Guidance and Counseling Programs* 761

Safety Drill Procedures and Conduct

Safety drills will occur at times established by the Superintendent. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of:

- Three school evacuation drills,
- One bus evacuation drill,
- One severe weather and shelter-in-place drill, and
- One law enforcement lockdown drill to address a school shooting incident.

There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to the students.

Cross Reference:
Board Policy 4.170, *Safety*
Administrative Procedure 4.170-AP1, *Comprehensive Safety and Crisis Program*

Reunification Site

In the event a relocation from school and a student-parent reunification is necessary, the following are designated as the reunification sites for Normal Community High School and Normal Community West High School:

School	Reunification Site
NCHS	Eastview Christian Church
NCWHS	Eastview Christian Church

Communicable Diseases

For everyone's protection, sick students must be at home, not at school. When reporting the student's absence, please report the reason for the child's absence. The school needs to be informed of any student having a special health problem or communicable disease. Children with the following conditions should not be in school:

- A fever within the last 24 hours of 100° F or higher
- Vomiting or diarrhea within the last 24 hours
- A frequent or disruptive cough or other signs of an acute respiratory infection
- Any contagious illness such as "strep throat" that requires antibiotic therapy. Once a student has been fever free without the use of fever-reducing medications and on antibiotics for at least 24 hours, he/she may return to school.
- Any undiagnosed skin rash. A student with a rash may attend school upon presenting a physician's note stating the rash is not contagious
- Pronounced lethargy or fatigue that interferes with participation in learning activities.
- Any other health condition that in the professional, clinical judgment of the School Nurse places that student or others in the school community at a health or safety risk. In the absence of the Certified School Nurse, this determination may be made by the building principal or his/her designee.

Head Lice

The school will observe recommendations of the Illinois Department of Public Health regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or

guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of an active infestation Infested children are prohibited from riding the bus to school to be checked for head lice.

Bed Bugs

The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the adverse health effects of bed bugs and spread of disease. Policy #7.250-AP1 Administrative Procedure - Bed Bug Protocol will be followed to provide a healthy, pest-free environment.

Cross Reference:
Board Policy 7.250, *Student Support Services*

School Insurance

A low cost accident policy is offered to all students. While the schools have no obligation in case of an accident, the District is glad to cooperate with the agency and offer this limited, yet liberal policy for your consideration. Briefly, students may be insured for the school year for the accidents, which occur while engaged in any school-sponsored activity or between home and school. Enrollment information and claim forms for the collection of insurance payments due to accidents may be obtained in the school offices.

Care of Students with Chronic Health Conditions

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses like Diabetes 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.

It is the parent's/guardian's responsibility to inform the School Nurse or Building Principal of their child's health concern, including diabetes, asthma, food allergy, and seizures. The School Nurse will then work with the family, the student, the student's physician and the classroom teacher to develop a Plan of Action. It is the parent's/guardian's responsibility to ensure that The Plan and all medication and procedure forms (if needed) are completed and signed by the physician and parent/guardian before they will be implemented. Please contact your School Nurse for further information.

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.

Safe2Help Illinois

Safe2Help Illinois offers students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence or other threats to school safety. This program is not intended to suspend, expel, or punish students. Rather, the goal is to get students to "Seek Help Before Harm."

Call: 844-4-SAFEIL

Text: SAFE2 (72332)

Email: HELP@Safe2HelpIL.com

Additionally, resources are available by calling the **National Suicide Prevention Lifeline by dialing 988** or through the **Crisis Text Line by Texting HOME to 741741** to connect with a Crisis Counselor.

Cross Reference:
Board Policy 7.290, *Suicide and Depression Awareness and Prevention*

Procedures at Schools

If a student must have a medical procedure performed at school to protect their health and well-being, an "Authorized School Personnel to Perform a Medical Procedure" form must be on file at the school. The form must be filled out and signed by the health care provider and signed by the parent/guardian.

Reasonable accommodations will be made by Unit 5 schools to ensure a student receives a free and appropriate education in the least restrictive environment. In order to prevent educational interruption, procedures performed at school are limited to those requested by the parent and which the licensed health care prescriber (physician, dentist, podiatrist, physician's assistant, or advanced practice nurse) certifies cannot be scheduled outside school hours without risk to the health and safety of the student.

No district employee shall perform a medical procedure for any student or supervise a student performing their own medical procedure until a completed and signed "Request for Authorized School Personnel to Perform a Medical Procedure" form is submitted by the student's parent/guardian. Teachers and other non-administrative school employees, except certified school nurses, shall not be required to perform a medical procedure.
Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including performing a medical procedure.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parent/guardian of the student requesting performance of a medical procedure during school hours.

Building Security

For the safety of our students, Unit 5 has adopted a closed-building concept. All exterior doors are locked with the exception of the front doors outside the office.

No students should be in the building during non-school hours without direct supervision from a staff member and/or coach/sponsor. Students should not be using school equipment or accessing any spaces (indoor and outdoor school property) and such access may result in school discipline and/or law enforcement involvement.

All visitors to the building are required to check into the main office to report their purpose for being in the school. Visitors will be given an appropriate ID Badge to wear during their stay.

Co-Curricular Activities

Attendance at Co-Curricular Activities

Students must be in regular school attendance all day on the day of an activity in order to be eligible to participate in or attend any after-school co-curricular activity. Exceptions due to unusual circumstances may be granted only by a building administrator.

Dances

Students must present their student ID to be admitted to dances. Various dances are held throughout the year. Any dancing deemed inappropriate by a supervisor or administrator is prohibited. Inappropriate dancing may result in

removal from the dance. Students should consider these activities as an extension of the school day in terms of personal conduct and behavior. Under usual circumstances, students will not be allowed to return to a dance after they have left the building. Hallways and lockers not in the immediate vicinity of the dance will not be available during or after school dances. Students are to arrange for transportation to and from dances and are to leave the campus immediately after the dance**.** All school rules are applicable and in force during dances. A student who is assigned a disciplinary consequence as a result of any misconduct at a school dance may not be admitted to any school dance for the remainder of that school year.

For Homecoming and Prom, students may invite ONE guest and must complete the "Guest Permission Form" and have it approved by one of the Assistant Principals in advance. Guests must be at least freshmen in high school and also under the age of 21. Only pre-registered guests with photo ID will be admitted to these dances. This may apply at other dances as determined by building administration.

Good Night Rule

Once a student leaves a school activity (dances, sporting events, etc.) he/she will not be readmitted to the activity and must leave the school grounds. Violators will be subject to arrest for loitering or trespassing.

Statement of Policy for Co-Curricular Participation as Related to Drug Use, Alcohol Use, and Inappropriate Behavior

Unit 5 considers its student members of IHSA sanctioned teams and co-curricular clubs to be representative of the school. Participation in co-curricular activities, including but not limited to clubs and interscholastic teams, is considered to be a privilege at Unit 5. Because these students represent our high school, the standard of student conduct is necessarily high and without exception. It is the policy of Unit 5 that any student engaging in gross disobedience or misconduct or possessing or consuming alcoholic beverages and /or drugs, or engaging in illegal or inappropriate behavior which reflects poorly on Unit 5 and its educational philosophy and objectives, will be subject to appropriate disciplinary sanctions, including but not limited to, immediate suspension from the team or club for which the student is current participating. The disciplinary sanctions and/or suspension will be announced at a conference attended by the Principal or designee, team coach or club sponsor, Assistant Principal or designee, student, parent/guardian, student's counselor and the Athletic Director as appropriate.

Transportation for School Activities

Students must utilize school transportation to and from all-school activities for which transportation is provided. BACC students may drive themselves to class each day if parents have signed off on transportation permission form.

For these events, parents/guardians of the student may transport their student only if specific arrangements are made in advance with the activity sponsor. Transportation may not be provided in some instances. These instances would include, but not be limited to: practices, athletic contests, music events or club activities held within the Bloomington-Normal area when it is deemed more practical for the students to meet the coach or sponsor at the site. In these cases it will be the responsibility of the parent/guardian to arrange safe transportation.

Organizations and Activities

School Clubs

All clubs meet before or after school as arranged by the sponsor and club members. Please consult the school website or the Counseling Office for a list of these activities.

IHSA Scholastic Competition Activities

National Honor Society

Eligibility for the National Honor Society is based on four criteria: scholarship, leadership, service, and character. NHS is not a purely scholastic honorary organization.

To be academically eligible for membership, a student must be a second semester Junior or a first semester Senior and must have a grade point average of at least 4.7.

The student must also have participated actively in ten school-sponsored and/or community-related activities during high school. He or she must have held at least two positions of leadership, either elected or appointed.

Students who meet these criteria will then be evaluated by the entire faculty on the basis of character. A council of five faculty members appointed by the Principal will make the final selection of members from eligible candidates. These requirements are in accordance with the guidelines established by the National Constitution of the organization.

IHSA Interscholastic Athletics

For information concerning each school's athletic program, please consult the school's website (listed below) or contact the Athletic Office.

Normal Community High School - http://www.il.8to18.com/nchs
Athletic Director Nic Kearfoot – Email kearfon@unit5.org Phone 557-4570

Normal Community West High School - http://www.il.8to18.com/ncwhs
Athletic Director Wes Temples – Email templesw@unit5.org Phone 557-4975

Student Interscholastic Activities Concussions and Head Injuries

A student-athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be removed from participation or competition at that time. A student-athlete who has been removed from an interscholastic contest for a possible concussion or head injury, may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student-athlete may not return to play or practice until the student-athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

High School Interscholastic Athletic Activity Code – Revised April 2017

The McLean County Unit District No. 5 Board of Education believes that athletics are an extension of the educational process for its student athletes. In order to enjoy the privilege of participating in athletics at the Unit 5 schools, each student-athlete and parent/guardian should read and understand the following stipulations. The parent/guardian and student-athlete signatures on the student-athlete's Athletic Record must be present before participation will be allowed in any practice, game or other activity.

1. The student-athlete must be doing passing work in at least five (5) subjects (25 class hours). In addition, the student-athlete must have passed five (5) subjects (25 class hours) from the previous semester.
2. The student – athlete must have a valid physical examination on file in the school office before the beginning of practice. This exam must be current, i.e. dated less than 395 days from the end of the season in which the student-athlete is to participate.

3. The student-athlete must have purchased the student accident insurance or have on file in the Athletic Director's office a form which verifies adequate coverage by a family or group policy. It is understood that McLean County Unit District No. 5 does not assume financial responsibility for accidents incurred in athletics. It should also be clarified that complete coverage by any single policy is highly improbable; therefore the policy covering any student-athlete should be fully understood prior to participation. There is a special insurance rider, in addition to student accident insurance, available to cover football players (purchase optional).
4. Student-athletes must abide by the conduct code for the activity and Board Policy 7.190 at all times. Student-athletes engaging in gross disobedience or misconduct or engaging in illegal or inappropriate behavior which reflects poorly on Unit 5 and its educational philosophy and objectives, will be subject to appropriate disciplinary sanctions, including but not limited to, immediate suspension from the athletic team in which the student is currently participating.
5. Possession and/or use of tobacco products, alcoholic beverages, controlled substances and/or related paraphernalia at any time, or aiding and/or abetting others to possess or use, after the very first practice as a Unit 5 student-athlete will be considered as a reason for suspension/removal from an athletic team. Suspension will be defined as not participating in competition. Attendance at any activity involving the illegal use of alcohol, controlled substances or tobacco may result in an investigation leading to an athletic code violation. The following conditions will apply in any situation in which a violation occurs.
   - *First Violation*: A conference will be held including the student-athlete and Athletic Director. Coaches and additional administrators may be involved. Parents/guardians will be contacted following the outcome of the conference. The student-athlete will be suspended from the team for the equivalent of one-fourth (1/4) of the regular season games.
   - *Second Violation*: A conference will be held including those same parties who met as a result of the first violation. The student-athlete will be suspended from the team for the equivalent of one-half (1/2) of the regular season games.
   - *Third Violation*: The student-athlete is removed from all Unit 5 athletic programs for the duration of the student's high school career. A conference will be scheduled by the Athletic Director to ensure a review process for the student and parents/guardians.
6. Unauthorized possession or use of medication or over-the-counter chemical substances by a student-athlete, including but not limited to giving other students medication or over-the-counter chemical substances not prescribed for them, or taking improper dosages of medication or over-the-counter chemical substances, will be subject to appropriate disciplinary action. In season or out of season: suspension from the team for the equivalent of one-fourth of the entire season. Subsequent violations will result in progressive consequences as outlined above in #4.
7. Coaches may establish additional rules for their respective sports, including rules for conduct. These rules will be communicated verbally and in writing to the student-athletes and will be on file in the Athletic Director's office.
8. The student-athlete agrees to care for and be responsible for school equipment issued and used. Necessary restitution must be made whenever loss or damage is the student-athlete's responsibility.
9. The student-athlete agrees to comply with all rules and regulations established by the Illinois High School Association and the High School Handbook of the McLean County Unit District No. 5 schools.
10. A season begins with the first day of practice and extends through the final competition for members of that team. To be eligible for an award, a student-athlete must complete the season in good standing.
11. All rules established by this Athletic Permit will be considered to be in effect continually, year round, until the student-athlete completes eligibility or graduates, whichever is later.

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.

Approved by Board of Education 4/26/2017

Academic Information

General Regulations

1. All students are required to be enrolled in a minimum of six courses. An exception will be made for 5th year seniors.
2. A student is required to take a minimum of 6 credit bearing courses and may choose to take a 7th course for credit.
3. Students who enroll in a 0 Hour class are expected to leave after 7th hour and will provide their own transportation.
4. Middle School foreign language and math courses (Algebra I and higher) will be documented on transcripts and will meet prerequisites. Middle school courses do not earn high school credit and will not be counted towards GPA or NCAA admissions requirements.
5. The following breakdown will be used to determine a student's grade to start the school year:

a. Sophomore – 2nd year of high school and minimum of 5 credits required
b. Junior – 3rd year of high school and minimum of 11 credits required
c. Senior – 4th year of high school and minimum of 17 credits required

6. The following breakdown will be used to determine a student's grade after first semester. Students may request a status change for second semester:

a. Sophomore – 2nd year of high school and a minimum of 8 credits required
b. Junior – 3rd year of high school and a minimum of 13 credits required
c. Senior – 4th year of high school and is anticipated to meet graduation requirements by July 31.

Students can change status during the second semester. Credit deficient students who meet the minimum credit requirements to be reclassified will be after 1st semester.

a) To achieve 10th grade status - 2nd year of high school and 8 credits required
b) To achieve 11th grade status - 3rd year of high school and 11 credits required
c) To achieve 12th grade status – 4th year of high school and is anticipated to meet graduation requirements by July 31st

High School Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

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

NUMBER OF CREDITS TO GRADUATE

ENGLISH 4.0
MATH 3.0*
SCIENCE. 2.0
SOCIAL STUDIES 2.0**

PHYSICAL EDUCATION & HEALTH 3.5

CONSUMER EDUCATION 0.5***

ELECTIVES 9.0

TOTAL 24.0

Completion of SAT Test (11th grade)

MATH
1.0 credit Algebra I content
1.0 Math credit can come from AP Computer Science Principles or AP Computer Science Java
*Must take one course with Geometry content.

****SOCIAL STUDIES**
1.0 credit U.S. History
0.5 credit Civics or AP U.S. Government & Politics.
Successful completion of Constitution Test.

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

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

Substitutions for Physical Education (No. 6.310)
See Page 6 for Substitutions for Physical Education.

******CONSUMER EDUCATION - STATE OF ILLINOIS REQUIREMENT**
Successful completion of any of the following courses/programs fulfills the State Consumer Education requirement for high school graduation:

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

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

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

Free Application for Federal Student Aid (FAFSA) Graduation Requirement
As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.
Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement

A school district may 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.

Weighted Grade System
Unit District No. 5 utilizes a weighted grade system for determining grade point average.. To indicate the weight of a class, the following symbols are placed behind the course title.

Standard Level		**A=4**	**B=3**	**C=2**	**D=1**	**F=0**
Honors Level	**[H]**	**A=5**	**B=4**	**C=3**	**D=2**	**F=0**
Advanced Placement Level	**[AP]**	**A=5**	**B=4**	**C=3**	**D=2**	**F=0**
Dual Credit Level	**[DC]**	**A=5**	**B=4**	**C=3**	**D=2**	**F=0**
Dual Credit Career Technical Education	**[CTE]**	**A=5**	**B=4**	**C=3**	**D=2**	**F=0**

Course Selection

All students, eighth grade through eleventh, are expected to select courses during the second semester for classes offered the following year.

The decision to take a course is an important one. Students should carefully consider their educational and career goals and develop a program of study to work toward those goals. Counselors will help students plan their programs. Parents are encouraged to be involved with their student during the course selection process. Students should choose elective courses which will meet the particular requirements for admission to the college, training, programs or vocation for which they wish to qualify.

An email will be sent to all parents in mid-March to check course verification in Infinite Campus. Changes to course requests must be completed with consent to the school counselor by the end of the last school day prior to spring break.

Course request verification information will be sent electronically to families each March. Changes to course requests must be completed by Spring Break. No changes will be allowed after that time except for the following reasons only:

1. Successful completion of credit recovery courses. Students must have prior written approval from a school counselor and associate principal before enrolling in a course.
2. Changes for Seniors that are necessary to meet graduation requirements.
3. Failure to meet course prerequisite if requested by the student/parent..
4. Driver Education changes for students placed in the wrong semester because of age or course failures.
5. Missing requirement for university admissions. Students will need to produce documentation from the university stating a specific course is needed for admission.
6. Drop a yearlong class that has been failed 1st semester and add a 2nd semester class.
7. Students enrolled in a study hall may choose to enroll in a class in the first 5 days of a semester.

Changes for Second Semester

Once first semester has begun, students may request one schedule change for second semester under the following parameters:

1. Drop class to move to higher weighted course.
2. Drop a yearlong class that has been failed and pick up a semester class (Office Approval/Interventions for success must be completed).
3. Students currently enrolled in study hall second semester may enroll in second semester class.

Dropping a Course

Students enrolled in seven courses may drop an elective course within the first six full weeks of the semester. Students enrolled in seven courses may drop an elective course for a study hall within the first six weeks of the semester.

Level Changes

Students enrolled in a course where multiple levels of the course exist and who are receiving a D/F may request a level change **within the first six (6) weeks of the semester**.
In order to request a change, students must complete a Level Change form that shows the interventions/resources utilized that were unsuccessful in the present course before a level change will be approved by the school administration. For year-long courses, a level change request for second semester must be submitted within the first week of 2nd semester.

Credit for Alternative Courses and Programs and Course Substitutions

Board Policy 6.310 - Credit for Non-District Experiences

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

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

Guidelines for High School Non-District Experiences and Course Substitutions

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

Off-Campus Learning Courses

A student enrolled in an off-campus learning course may receive high school credit for work completed, provided:

1. The course is given by an accredited institution and approved in advance by the Building Principal or designee.
2. The student assumes all financial responsibility.

Off-campus learning courses may be taken during the school day for district-supported credit recovery.

The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average and eligibility for athletic and extracurricular activities.

Note – College-level courses that are taken while a student is enrolled in high school may not be recognized for college credit by some post-secondary institutions.

Accelerated Placement

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades 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. Please contact the building principal for additional information.

By the fall of 2023, for each student who meets or 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 meets or 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 meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics
C. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.

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

Dual Credit Course

A student who successfully completes a dual credit course may receive credit at both the college and high school levels.

Summer School

A student who has successfully completed eighth grade may receive high school credit for successfully completing any course provided:

1. The course is given by an accredited institution and approved in advance by the high school Building Principal or designee.
2. The student assumes all financial responsibility.

The summer school course grade will not count toward Unit 5 grade point average (GPA),.

Exchange Programs

A foreign exchange student will not be granted a diploma. In lieu of a diploma, a foreign exchange student will be awarded a certificate of attendance.

A Unit 5 student will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal or designee. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

1. The student assumes all financial responsibility.

Foreign Language Courses

A student will receive high school credit by studying foreign language in an approved ethnic school program, provided such program meets the minimum standards established by the State Board of Education. (An ethnic school is a part-time, private school that teaches the foreign language, as well as the culture, geography, history, and other aspects of a particular ethnic group.)

The amount of credit will be based on foreign language proficiency achieved. The high school Building Principal or designee may require a student seeking foreign language credit to successfully complete a foreign language proficiency examination.

1. The student assumes all financial responsibility.

Blended Learning Courses

Unit 5 offers high school courses in a blended format. A blended course combines traditional instruction on required attendance days (face to face instruction within a classroom) with teaching and learning activities that happen virtually on flex days. Students in 1st hour blended courses may arrive to campus after 1st hour on their flex days and students in 8th hour blended courses may leave campus after their 7th hour course. Students in 2nd – 7th hour blended courses can report to one of the common spaces designated for blended learning students.
Students in blended learning courses are expected to maintain a minimum course grade of a 'C'. If a student's grade falls below a 'C', the student will be required to be in the classroom with the teacher on flex days.
Unit 5 offers blended courses that would be very similar to college courses in that a significant amount of the coursework is to be completed outside of class time. The purpose is to expose students to a flexible schedule to help them transition to college or the workplace. Organization, communication skills, and self-advocacy are also required of students in blended courses. Teachers are prepared to assist students in the development of these skills through the supports and scaffolds they will provide to students in blended classrooms. Teachers will indicate, prior to each week, the days in which students will report to the classroom (required attendance days) and the days in which students have the flexibility to work outside of the classroom (flex days). Courses offered as Blended Learning are noted with BL on the course code list and within the course description pages. Students interested in taking a blended class should select the designated course code during course selection. Some courses are only offered in a blended fashion. Students are able to attend class daily as the teacher is required to be in the classroom.

Substitutions for Physical Education

A student in grades 11-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate. 1. Ongoing participation in a marching band program; 2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District; 3. Ongoing participation in an interscholastic athletic program; 4. Enrollment in academic classes that are required for admission to an institution of higher learning; 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.

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.

A student in grades 3-12 who is eligible for special education may be excused from physical education courses if:

1. The student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
2. The student's individualized education program team determines that the student must utilize the time set aside for physical education to receive special education support and services.

The agreement or determination must be made a part of the individualized education program. A student requiring adapted physical education must receive that service in accordance with the student's individualized education program.

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in *Board Policy 7.50.* Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other non-formal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the U.S. Commission on Accreditation of Service Experiences

The provisions in the section Credit for Non-District Experiences, above, apply to the receipt of credit for any Non-District course.

Cross Reference:
Board Policy 6.310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*

Proficiency Exam

The music department may administer a proficiency exam to enroll in a course. See prerequisite for individual department classes.

- The music department may administer a proficiency exam to enroll in a course.
- Advancement to a higher-level foreign language class is contingent upon a 70% passing score on the department placement exam. Students advancing to a higher level will not receive credit for courses in which they were not enrolled. Test outlines are available from foreign language teachers.

Report Cards

Progress Reports and Academic Report Cards will not be mailed to parents of high school students who have internet access. If you have internet access, you may view your student's report cards through the family portal link from either the Unit 5 website or the individual school website. If you do not have internet access, your student's

Progress Reports and Academic Report Cards will be mailed to you. Parents/guardians are invited to contact the individual teachers and/or counselor regarding these reports.

Incomplete Work

All incomplete work must be made up by the last day of each semester unless special arrangements have been made with the Assistant Principal and your teacher. It is the student's responsibility to contact the Assistant Principal. Work not made up will be considered a failure and the semester grade computed accordingly.

Semester Examinations

1. Any students who are truant, or otherwise unexcused, from a semester exam will receive a zero (0) for the exam. Semester grades will be averaged accordingly.
2. Students unable to attend school for any reason will be required to complete semester exams. If a student is absent from an exam, arrangements must be made by the student to make up that exam. Exams should be taken by dates established for submission of semester grades.
3. Prearranged absences from semester exams will be granted only in extreme cases and only by the appropriate Associate Principal. Students with prearranged absences may take their semester exams early, but no more than one week prior to semester exams.
4. If a prearranged absence is not approved and a student still chooses to leave, the absence will be treated as a truancy.
5. All absences, excused or unexcused, must be approved by school administration.
6. Any special or unusual circumstances should be submitted to the school administration for consideration.
7. Students with Study Halls may be excused pending approval from school administration.

Final Exam Policy

Any student with an "A" average in a class on the last day of the semester will be exempt from the semester final exam in that class.

Honor Roll

The High School publishes a school-wide Honor Roll at the end of each semester. Students with a GPA of 3~~4~~.6 or greater will qualify for the Honor Roll. Only courses in which a student is enrolled at NCHS / NCWHS will be considered. Weighted grades will be used in determining eligibility for Honor Roll.

Seal of Biliteracy

Unit 5 Schools will offer both the Seal and Commendation to graduates. Students will qualify through showing proficiency on the AP Language and Culture exam for Spanish, Chinese, French, German, Italian, and Japanese. The portfolio option will be available for students who would like to qualify for the Seal or Commendation in Telegu, Tamil, or Arabic.

Students will need to 'declare' their intent to pursue the Seal of Biliteracy recognition to their counselor. Students will have to provide evidence of assessment scores to counselors (AP test or results of portfolio assessment). Counselor will verify that students met college readiness benchmarks for ACT~~SAT~~ as well as the benchmark score for the additional/second/home language.

Students will qualify through demonstrating proficiency on the AP Language and Culture exam for Spanish, Chinese, French, German, Italian, Japanese as well as meeting the college readiness benchmarks for the ACT~~SAT~~ or, for students who are English Learners, by meeting the Illinois proficiency criteria on ACCESS 2.0. These criteria are set by the State of Illinois and are as follows: To qualify for the Seal of Biliteracy students must score a 4 on the AP language exam. To earn the Commendation students must score a 3 on the AP language exam in the target language. To demonstrate proficiency in English students must achieve proficiency as set by ISBE on the ACT~~a~~

~~minimum score of 480 on the SAT~~. English Learner students who are working toward the Seal may also use an overall ACCESS score of 4.8 achieved during high school.

The district will recognize students who earn the Commendation or the Seal by affixing the Seal or Commendation to the student's transcript and diploma.

NCAA Approved Core Courses

Currently, the NCAA for athletic eligibility at the college level accepts the specified core courses. The information is listed as found on the clearinghouse web site. Potential Division I and Division II athletes need to carefully check the information as the requirements vary slightly for Division I and Division II. Generally, a student will need at least 16 core classes in the following areas: English, Mathematics, Social Science, Natural or Physical Science, and Foreign Language. For additional assistance, talk to your counselor, coach, and athletic director or visit the NCAA Clearinghouse web site at www.ncaaclearinghouse.net. Unit 5 does not make the eligibility determination nor determine the classes that will count toward the core requirement.

Early Graduation

The counselor should be consulted if a student wishes to graduate early. Class rank will be determined at the end of the 7th semester for December graduates. A form, signed by the parent/guardian must be submitted to the guidance counselor. Students graduating in December are invited to participate in the graduation rehearsal and the commencement ceremony.

Students who anticipate graduating after six (6) semesters, will need to submit an early graduation form to the guidance office prior to the start of their fifth semester (third year). Students graduating after 6 semesters (3 full years) will not be required to fulfill the 3.5 credit requirement for Physical Education. These students are only required to complete 3.0 credits of Physical Education/Health to graduate.

Commencement

Commencement is a formal academic ceremony marking the conclusion of the high school experience. Graduates who have completed all requirements are eligible to participate in Commencement. Participation is voluntary and not required. The established attire is the standard black cap and gown, with white collars provided for female graduates and stoles provided for National Honor Society members and chords to designate magna or summa cum laude. Summa Cum Laude and Magna Cum Laude designations will be awarded based on GPA.

Summa Cum Laude designation: ~~4~~5.1+ GPA
Magna Cum Laude designation: ~~3~~4.85 – ~~4~~5.099 GPA

Commencement is an event to celebrate the graduation of the class as a whole and is not a time to display individuality of expression or attire. Unauthorized decoration or modification of the cap or gown will not be permitted. Participation will be limited to eligible students who are properly attired.

Records

Definition

School student records are confidential and information contained therein shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored, except as provided in:

1. Writings or other recorded information maintained by an employee of a school for his or her exclusive use, provided they are destroyed not later than the student's graduation or permanent withdrawal, and are not released or disclosed to any other person except a temporary substitute.
2. Information maintained by law enforcement professionals working in the school.

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Categories of School Student Records

The district maintains permanent records and temporary records for each student. Student permanent records are maintained for not less than 60 years and student temporary records are maintained for not less than 5 years after a student has transferred, graduated or otherwise permanently withdrawn. A student's permanent record contains the following information:

(1) Basic identifying information;
(2) Academic transcript*;
(3) Attendance record;
(4) Accident reports and health record;
(5) Record of release of permanent record information; and
(6) High school State assessment test scores;

And may also consist of:
(7) Honors and awards received; and
(8) Participation in co-curricular activities or athletics.

A student's temporary record contains the following information:
(1) A record of release of temporary record information;
(2) Elementary State assessment test scores;
(3) Completed home language survey form;
(4) Information regarding serious infractions that resulted in discipline; and
(5) Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act;

And may also consist of:
(6) Family background information;
(7) Intelligence test scores, group and individual;
(8) Aptitude test scores;
(9) Reports of psychological evaluations;
(10) Elementary and secondary achievement level test results;
(11) Participation in co-curricular activities or athletics;
(12) Honors and awards received;
(13) Teacher anecdotal records;
(14) Other disciplinary information;
(15) Special education files;
(16) Any verified reports or information from non-educational persons, agencies or organizations; and
(17) Other verified information of clear relevance to the education of the student.

***A parent/guardian may ask the District to remove scores of college entrance exams from their student's academic transcript. This includes the state assessment that incorporates a College Career Readiness determination. To request removal, parent/guardian must submit a written request to the principal.**

Inspection and Access

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent/guardian.

No person who is prohibited by an order of protection from inspecting or obtaining school records of a student pursuant to the Illinois Domestic Violence Act of 1986 shall have any right of access to, or inspection of, the school records of that student. The district may prohibit a parent's or student's access to confidential letters and statements of recommendation furnished in connection with applications for employment to a post-secondary educational institution or the receipt of an honor or honorary recognition.

A parent's or student's request to inspect and copy records must be granted within a reasonable time, and in no case later than ten (10) school days after the date of receipt of such request.

Confidentiality

School student records are confidential and information contained therein will not be released other than as provided by law. No school student records or information contained therein may be released, transferred, disclosed or otherwise disseminated, except as follows:

Information may not be released pursuant to subparagraphs (3) or (6) above unless the parent receives prior written notice of the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

1. To a parent, student, or authorized representative;
2. To an employee of the district with current demonstrable educational or administrative interest in the student, in furtherance of such interest;
3. To the official records custodian of another school in which the student has enrolled, or intends to enroll, upon the request of such official or student;
4. To any person for the purpose of research, statistical reporting, or planning;
5. Pursuant to a court order;
6. To any person as specifically required by State or federal law;
7. To juvenile authorities when necessary for the discharge of their official duties;
8. To appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of the student or other persons;
9. To any person, with the prior specific dated written consent of the parent;
10. To a governmental agency in furtherance of an investigation of a student's school attendance;
11. To SHOCAP committee members who fall within the meaning of "state and local officials and authorities" for the purposes of identifying serious habitual juvenile offenders and matching those offenders with community resources; or
12. To the Department of Healthcare and Family Services in furtherance of the requirements of Section 2-3.131, 3-14.29, 10-28, or 34-18.26 of the School Code or Section 10 of the School Breakfast and Lunch Program Act.
13. To the Illinois State Board of Education or another State government agency in order to audit federal and State programs or perform research and planning.

Challenging Student Records

Parents may challenge any entry in their child's school student records except for academic grades and references to expulsions or out-of-school suspensions if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. Challenges can be made on the basis of:

1) Accuracy;
2) Relevance; or
3) Propriety.

Challenges must be in writing, request a hearing, and contain notice of the specific entry or entries to be challenged and the basis of the challenge. When a challenge is received by the district, an initial informal conference with the parents will be scheduled within 15 school days. If the challenge is not resolved by the informal conference, a hearing will be held. A hearing officer, who shall not be employed in the attendance center in which the student is enrolled, shall be appointed by the district. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parents and school officials. The hearing officer will notify parents and school officials of the time and place of the hearing.
At the hearing each party shall have the following rights:

(1) The right to present evidence and to call witnesses;
(2) The right to cross-examine witnesses;
(3) The right to counsel;
(4) The right to a written statement of any decision and the reasons therefore;

A verbatim record of the hearing will be made. A written decision of the hearing officer will be transmitted to the parents and the school district no later than 10 school days after the hearing and will be based solely on the information presented at the hearing. Any party has the right to appeal the decision of the hearing officer to the Regional Superintendent within 20 school days after such decision is transmitted. If the parent appeals, the parent shall so inform the school and within 10 school days the school will forward a transcript of the hearing, a copy of the record entry in question and any other pertinent materials to the Regional Superintendent. The school may initiate an appeal by the same procedures. The Regional Superintendent will make findings and issue a written decision to the parents and the school within 20 school days of the receipt of the appeal documents. Final decisions of the Regional Superintendent may be appealed to the circuit court of the county in which the school is located.

Directory Information

The District routinely discloses “directory” type information without consent. Directory information is limited to: a student’s name, address, gender, grade level, birth date and place, parents’/guardians’ names and addresses and telephone numbers; photographs, videos and digital images used for informational or news-related purposes of a student participating in school or school-sponsored activities, organizations and athletics that appear 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; and period of attendance at the school. Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the building principal.

Destruction of School Student Records

The District destroys school student records when it is no longer required to maintain them. Before any school student records are destroyed or information deleted therefrom, the parent of the child to whom those records pertain will be given reasonable prior notice at his or her last known address and an opportunity to copy the records and information proposed to be destroyed or deleted.

Adverse Action

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 that the individual may obtain through the exercise of any right secured under the School Student Records Act.

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 program 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.

Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy. Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

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.

Cross Reference:
Board Policy 7.340, *Student Records*

Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (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.

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with *The School Code*.

Students who object to performing, participating in, or observing the dissections of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection.

The Superintendent shall inform students of:

1. Their right to refrain from performing, participating in, or observing dissection, and
2. Which courses contain a dissection unit and which of those courses offers an alternative project.

Cross Reference:
Board Policy 6.100, *Using Animals in the Educational Program*

Physical Education/Health

~~The PE uniform consists of a gray PE t-shirt with your last name across the back, black PE shorts, and athletic shoes. Students will not be allowed to participate in flip flops, slippers, boots, etc. Shirts must have sleeves and cover your stomach/back. Sweatpants and sweatshirts are allowed. All students are required to have a padlock to lock up their clothes and personal items in a Physical Education locker. Locks may need to be removed when you leave class each day. Unit 5 is not liable for stolen property. Do not leave cash or valuable items in Physical Education lockers.¶~~

~~Loaner clothing items are available in a variety of sizes for students who occasionally forget their PE clothes. Students will be able to borrow up to 5 times per quarter. Loaner t-shirts, shorts, and athletic shoes are available on a first come first serve basis. Exemption from Physical Education/Medical Excuse/Exemption¶~~
~~If you must be excused from Physical Education/Health activity for more than three days because of illness or injury, you must have a physician's request that states:¶~~

~~1. Type of illness or injury ¶~~
~~2. Activities in which you cannot participate ¶~~
~~3. The specific length of time this request is to be effective. ¶~~
~~¶~~

~~The request must be presented to the School Nurse before school. She will forward it to your Physical Education teacher. A physician's request to excuse a student from some Physical Education activities due to a long-term or chronic medical problem will be honored. Teacher will work with student on alternate non-physical activities to make-up missed classes. If the condition persists into the following school year, a new request must be brought from the physician. Physician's requests will be kept on file as a permanent document by the School Nurse.¶~~

Students are expected to change daily for physical education classes.
The Unit 5 required PE uniform consists of plain black athletic bottoms, a plain gray t-shirt with the name marked on the back, athletic socks, and athletic shoes. Students are allowed to wear any color of sweats/sweatshirt over their PE uniform.

T-shirts must have sleeves and cover your stomach/back. Students will not be allowed to participate in flip-flops, slippers, boots, etc.
Loaner t-shirts, shorts, and athletic shoes are available on a first come first serve basis.

Physical Education Activity Restrictions

If you must be excused from Physical Education/Health activity for more than three days because of illness or injury, you must have a physician's request that states: 1. Type of illness or injury 2. Activities in which you can/cannot participate 3.The specific length of time this request is to be effective The request must be presented to the School Nurse before school. She will forward it to your Physical Education teacher.
A PE modification form is available for extenuating circumstances that impact participation.

For the PE staff to do everything it can to modify your activity for continued active participation, please print out a PE Modification Form for your physician to fill out.

If a physician restricts you from all participation, those days will need to be made up. If there is an extended restriction (exceeding 2 weeks) please see your instructor for alternate options. Any student who is physically exempt for 8 weeks or more will be withdrawn from class and placed in a virtual PE course to be completed for PE credit.

Religious Exemption
Students may be excused from physical education courses based on religious prohibitions. A student must present an appropriate excuse from his/her guardian or a member of the clergy. 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.

Cross references:
Board Policy 7.260, *Exemption Form Physical Activity*

Parental Notification

Asbestos Management Plans
In accordance with the Asbestos Hazard Emergency Response Act, Unit 5 has developed and submitted an asbestos management plan for each Unit 5 school. Copies of a school's management plan are available at the administrative office of the school district and at the school's office. These management plans are available for your inspection during normal business hours Monday through Friday, and during other times by special arrangement.

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

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.

3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

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

Anytime that a convicted child sex offender is present on school property for any reason – including the three reasons above, he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property.

It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

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

- Illinois Sex Offender Registry on the Illinois State Police's website, https://isp.illinois.gov/Sor
- Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website, https://isp.illinois.gov/MVOAY/Disclaimer
- Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

McLean County Unit District No. 5

High School Handbook

Parent/Student Forms

Letter to Parents Student Acceptable Use for Electronic Networks

McLean County Unit District No. 5

1809 West Hovey Avenue
Normal, IL 61761-4339
Office of the Superintendent
Phone: 309.557.4400
Fax: 309.557.4501
E-mail: district@unit5.org

We have the ability to enhance your child's education through the use of electronic networks, including the Internet. The Internet offers vast, diverse, and unique resources. The District's goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Your authorization is needed before your child may use this resource.

The Internet electronically connects thousands of computers throughout the world and millions of individual subscribers. Students and teachers may have access to:

- Limited electronic mail communications with people all over the world,
- Information from government sources, research institutions, and other sources,
- Discussion groups,
- Many libraries, including the catalog to the Library of Congress, and the Educational Resources Information Clearinghouses (ERIC).

With this educational opportunity also comes responsibility. You and your child should read the enclosed *Student Acceptable Use for Electronic Networks* and discuss it together. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions.

The District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. On an unregulated network, however, it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow. To that end, the District supports and respects each family's right to decide whether or not to authorize Internet access.

Please read and discuss the *Authorization of Acceptable Use of Electronic Networks* with your child. If you agree to allow your child to have an Internet account, sign the *Authorization* form and return it to your school.

Signed _____ Date _____

Student Authorization of Acceptable Use of Electronic Network

Exhibit

User Signature of Agreement:

I understand any violations to the *Student Acceptable Use of Electronic Networks* procedure, when using the district electronic information resources, may result in the loss of my user account and in disciplinary and/or legal action. I therefore agree to maintain required standards and to report any misuse of the electronic information resources to a systems administrator.

I also agree to fully disclose to my teacher/administrator all Internet/Intranet publishing activities on school network systems and web servers. I understand that files, documents, projects and information stored on my network storage location will be deleted annually and any attempt to keep or save completed work is the sole responsibility of the student at the time of completing work.

Misuse may include, but is not limited to: any messages, information or graphics sent or intentionally received that include/suggest pornography; unethical or illegal solicitation; racism; sexism; inappropriate language; and other listings as described in the Student Acceptable Use of Electronic Networks procedure.

I have read the Acceptable Use of Electronic Networks section of the Student Handbook and understand that Internet sites are filtered and that my district electronic information resource accounts, files, email, and telephony resources may be monitored or reviewed. I hereby agree to comply with the above described conditions of acceptable use.

User Name (Please Print):_____

User Signature: _____

Date: _____

Parent/Guardian Signature of Agreement:
I have read and fully understand the Acceptable Use of Electronic Networks section of the Student Handbook. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the district, its employees, agents, or Board of Education, for any harm caused by materials or software obtained via district networks. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the terms of this Student Authorization of Acceptable Use of Electronic Networks Agreement with my child. I hereby request that my child be allowed access to the District's computer hardware, software and networked computer services, such as electronic mail and the Internet, unless otherwise stipulated.

Parent/Guardian Name (Please Print):_____

Parent/Guardian Signature _____

Date: _____

High School 1:1 Laptop Program Agreement
2023-2024

In addition to the provisions of the McLean County Unit District No. 5 *Student Acceptable Use of Electronic Networks Policy* and *Administrative Procedures (6.235* of the district's Policy Manual), each of the following conditions apply to students participating in the 1:1 Laptop Program.

1. Students will bring their laptops to school each school day with the batteries fully charged.
2. Students will keep their laptops in a secure location when not using them.
3. Use of protective laptop case is recommended. Students must provide their own laptop case that is padded and has a strap for carrying between classes. Cases must fit a 14.1 inch or larger laptop computer.
4. Students will keep their laptops clean. Stickers or other items are not to be attached to the laptop.
5. Students should backup any personal data placed on the laptop in the event of a hardware/software failure or scheduled maintenance, as Unit 5 is not liable for this content.
6. Students must immediately report all malfunctions, damage, or loss of a computer to a classroom teacher, administrator or school office personnel.
7. Students are to use their laptops during the school day only for school-related purposes.
8. Unit 5 is the sole owner of the laptop, and all school software.
9. Unit 5 staff may, at any time, review, modify or remove any data that is found on the laptop.
10. Passwords issued to students are to be kept private and not disclosed to anyone, other than a parent/guardian.
11. Parents will be responsible to monitor student use of the laptop outside of the school day.

_____

Student Name (print)

As the parent or guardian of this student, I have read and agree to the provisions and conditions of this agreement. I understand that it is impossible for Unit 5 to restrict access to all controversial or inappropriate materials, and I will not hold the school responsible for materials acquired at school or at home. I understand that any violations of the above provisions by this student may result in disciplinary action.

_____ _____ _____

Parent/Guardian Name (print) *Parent/Guardian Signature* *Date*

March, 2016

District 87/Unit 5
Medication Authorization Form

Name: _____ **Date of Birth:** _____
(Last, First, Middle Initial)

As the parent/guardian, I understand that it is the policy of the district that as a regular and normal practice, medication should not be administered to a student at school or when such student is involved in school activities. However, in order to provide for the critical health and well-being of students, under exceptional circumstances, medication may be administered during school hours by a certified school nurse, a registered nurse, administrative personnel, administrative designee, or self-administered by a student. I further release my child's school district, its Board of Education, and individual members thereof, and its employees shall be indemnified and held harmless from any and all claims arising out of the administration of said medication.

Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

I request that my child be assisted in taking the medications(s) described below at school by authorized persons or be permitted to medicate herself/himself as also authorized by me and my physician (see below). I further consent to the sharing of relevant medical information between the school and the physician's office.

Date **Parent/Guardian Signature** **Home Phone** **Emergency Phone**

For parent(s)/guardian(s) of students who need to carry asthma medication or an EpiPen:
I authorize the School District and its employees and agents, to allow my child or ward to possess and use his or her asthma medication and/or epinephrine auto-injector while in school, at a school-sponsored activity, under the supervision of school personnel, or before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self administration of medication (105 ILCS 5/22-30).
If you agree please initial: _____

PRINTED PHYSICIAN'S NAME:	
PHYSICIAN'S ADDRESS:	PHONE:
Medication:	
Purpose of Medication/Diagnosis:	
Form: (i.e. tab, injection, etc.)	
Dose:	
Time of Administration:	
If medicine to be given "when needed." Describe indications:	
How soon can it be repeated?	
Is child authorized to medicate herself/himself?	
List significant side effects:	
Length of time this treatment is recommended:	
Must this medication be administered during the school day in order to allow the child to attend school or to address the student's medical condition that may arise at school?	Yes No

_____ _____ _____
Date Physician's Signature **Only** Physician's Telephone

Nurse's Initials_____

11 December

_____ High School **Athletic Permission Record and Student Information** **2023-2024**	**This box is for office use only** All Sport Physical Date Winter Sport Spring Sport _Obligation

Please Print Legibly

_____ 9 10 11 12 _____/____/_____
Student Name *Circle School Year:* *Birth Date (mm-dd-year)*

_____ _____ _____
Address *City* *Zip*

_____ _____ _____
Mailing Address *City* *Zip*

_____ _____ _____
Parent/Guardian Name *Phone #* *Email Address*

_____ _____ _____
Emergency Contact *Relationship* *Phone #*

_____ _____ _____
Family Doctor *Phone #* *Hospital Choice*

Any Current or Recurring Medical Conditions? Explain:_____

*List Medication(s) Being Taken:*_____

Surgeries, Injuries, Physical Activity Restrictions (brief description and dates):_____
_____

☐ Heart condition ☐ Diabetes ☐ Asthma ☐ *Requires child to self-administer medication*

☐ Epilepsy ☐ Allergies: ☐ *Requires student to carry EpiPen®*

☐ Other_____

Board policy 7.300 requires each student provide proof of accident insurance coverage. Please provide the following information:

Name of Insurance Company:_____Policy #_____

Expiration Date:_____

Does this student reside full time with parent, custodial parent or court appointed legal guardian?
Yes_____ No_____

Is this student new to Unit 5 this year? Yes_____ No_____

To Be Read and Signed By The Student:

1. I acknowledge reading the eligibility rules of any group or association sponsoring any athletic activity in which I want to participate and I agree to abide by them.

2. Before I am allowed to participate, I must: (a) provide the District with a certificate of physical fitness [the ***Pre-Participation Physical Examination Form*** from the Illinois High School Association (IHSA) or Illinois Elementary School Association (IESA) serves this purpose], (b) show proof of accident insurance coverage, and (c) complete all forms required by any association sponsoring the interscholastic athletic activity, including when applicable and without limitation, ***IHSA Sports Medicine Acknowledgment and Consent Form, Acknowledgement and Consent***.

3. I agree to abide by all conduct rules and will behave in a sportsmanlike manner. I agree to follow the coaches' instructions, playing techniques, and training schedule as well as all safety rules.

4. I understand that *Board policy 7.305*, requires, among other things, that a student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion or head injury must be removed from practice or competition at that time and that the student will not be allowed to return to play or practice until he or she has successfully completed return-to-play and return-to-learn protocols, including having been cleared to return by the treating physician licensed to practice medicine in all its branches or a certified athletic trainer under the supervision of a physician.

5. I am aware that with participation in sports comes the risk of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the highest risk. I am aware that participating in sports involves travel with the team. I acknowledge and accept the risks inherent in the sport(s) or athletics in which I will be participating and in all travel involved. I agree to hold the School District, its employees, agents, coaches, School Board members, and volunteers harmless from any and all liability, actions, claims, or demands of any kind and nature whatsoever that may arise by or in connection with my participating in the school-sponsored interscholastic sport(s) or intramural athletics. The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

6. I wish to participate in co-curricular athletics that are **circled**:

Sports Offered: Please circle all that apply

Fall	**Winter**	**Spring**
Cheerleading	Basketball	Baseball-*b*
Cross Country	Swim-*b*	Tennis-*b*
Golf	Cheerleading	Soccer-*g*
Football	Wrestling	Track
Soccer-*b*	Dance	Softball-*g*
Swim-*g*		
Tennis-*g*		
Volleyball-*g*		

_____ _____

Student Signature *Date*

To Be Read and Signed By The Parent/Guardian of The Student:

School Activity Transportation and Athlete Code

Students must utilize school transportation to and from all school activities for which transportation is provided. For these events, parents of the student may transport their student only if specific arrangements are made in advance with the activity sponsor. Transportation may not be provided in some instances. These instances would include, but not be limited to: practices, athletic contests, music events or club activities held within the Bloomington-Normal area when it is deemed more practical for the students to meet the coach or sponsor at the site. In these cases, it will be the responsibility of the parent to arrange safe transportation.

As the parent/legal guardian of the above-named student, I give permission for him/her to practice and compete in any of the IHSA interscholastic sports or activities offered. By signing below, I grant my permission for my child to receive treatment at my expense from a physician, nurse, or other professional medical personnel including transfer to any hospital reasonably accessible, which may be needed, in my absence due to injuries sustained while participating in athletics for a Unit 5 school. Furthermore, my son/daughter and I have read and understand the Athletic Code as set forth by_____ High School of Unit District No. 5, and agree to abide by it.

IHSA Steroid Random Testing Policy Consent

As a prerequisite to participation in IHSA athletic activities, we agree that the undersigned student will not use performance-enhancing substances as defined in the IHSA Performance-Enhancing Substance Testing Program Protocol. We have read this form and understand that the student may be asked to submit to testing for the presence of performance-enhancing substances in his/her body, and the student does hereby agree to submit to such testing and analysis by a certified laboratory.

We further understand and agree that the results of the performance-enhancing substance testing may be provided to certain individuals in the student's high school as specified in the IHSA Performance-Enhancing Substance Testing Program Protocol that is available on the IHSA website at www.IHSA.org. We understand and agree that the results of the performance-enhancing substance testing will be held confidential to the extent required by law. We understand that failure to provide accurate and truthful information could subject the student to penalties as determined by IHSA. No student-athlete may participate in IHSA competitions unless the student and the student's parent/guardian consent to random testing.

1. I am the parent/guardian of the above named student and give my permission for my child or ward to participate in the interscholastic sport(s) or intramural athletics indicated. I have read the above *Agreement to Participate* and understand its terms.

2. I understand that all sports can involve many **risks of injury**, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the higher risk. I am aware that participating in sports involves travel with the team. In consideration of the School District permitting my child to participate, I agree to hold the District, its employees, agents, coaches, Board members and volunteers harmless from any and all liability, actions, claims or demands of any kind and nature whatsoever that may arise by or in connection with the participation of my child in the sport(s) or athletics. I assume all responsibility and certify that my child is in good physical health and is capable of participation in the above indicated sport or athletics.

_____ _____

Parent/Guardian Signature *Date*

Concussion Information

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works.

Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a "ding" or a bump on the head can be serious.

You cannot see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to appear fully. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

- Headaches
- "Pressure in head"
- Nausea or vomiting
- Neck pain
- Balance problems or dizziness
- Blurred, double, or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish, hazy or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- Amnesia
- "Don't feel right"
- Fatigue or low energy
- Sadness
- Nervousness or anxiety
- Irritability
- More emotional
- Confusion
- Concentration or memory problems (forgetting game plays)
- Repeating the same question/comment

Signs observed by teammates, parents and coaches include:

- Appears dazed or stunned
- Vacant facial expression
- Confused about assignment or position
- Forgets sports plays
- Is unsure of game, score, or opponent
- Moves clumsily or is uncoordinated
- Answers questions slowly
- Slurred speech
- Shows behavior or personality changes
- Can't recall events prior to hit
- Can't recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of a concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury.

There is an increased risk of significant damage from a concussion for a period after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences.

It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student athlete's safety.

If You Think Your Child Has Suffered a Concussion

Any student even suspected of suffering a concussion should be removed from the game or practice immediately.

No student may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the student should continue for several hours.

IHSA Policy requires students to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches

prior to returning to play or practice following a concussion, or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest.

In accordance with State law, all IHSA member schools are required to follow this policy.

You should also inform your child's coach if you think that your child may have a concussion. Remember it is better to miss one game than miss the whole season. And when in doubt, the student sits out.

Insist that safety comes first.

For current and up-to-date information on concussions, you can go to:

http://www.cdc.gov/headsup/youthsports/index.html

_____	_____	_____
Printed Name of Student Athlete	Signature of Student Athlete	Date

_____	_____	_____
Printed Name of Parent/Legal Guardian	Signature of Parent/Legal Guardian	Date

Board Policy 7.305, *Student Concussions and Head Injuries*
Board Policy 7.305-E1, *Exhibit – Concussion Information*

Open Attendance Areas

- Open attendance areas are designated because there is a large number of students within the boundaries and the school the area traditionally feeds into is nearing capacity.
- An Open Attendance Area is a designated area assigned to two or more schools. Upon enrollment in the district, students are placed in one of the designated schools based on space available.
- Unit 5 has utilized Open attendance areas to balance enrollment and as a cost-savings measure for more than two decades.
- Once placed in a school, a student will remain there until transitioning to the next level.
- If a student moves to a new address, they would attend the school designated for that area.
- Younger siblings will be allowed to continue in the same school as the older sibling, as long as there is no break in family attendance.
- Transportation will be provided as appropriate.

Current Open Attendance Areas:

OAA 1

- Area South of Raab Road, and West of Airport Road that includes Healing Stone Apartments and all of Healing Stone Court. (apartment complex currently West of Healing Stone Court)
- Traditional enrollment in Grove Elementary
- Enrollment through OAA in Grove, Sugar Creek and Towanda Elementary Schools

OAA 2

- Area West of Ekstam Drive Dr., South of Cornelius Drive and North of Gerig Drive, including Wingover Apartment complex and Wingover East.
- Traditional enrollment in Benjamin Elementary
- Enrollment through OAA in Benjamin, Glenn, and Colene Hoose Schools

Open Attendance Areas (Elementary Level) added in December 2022:

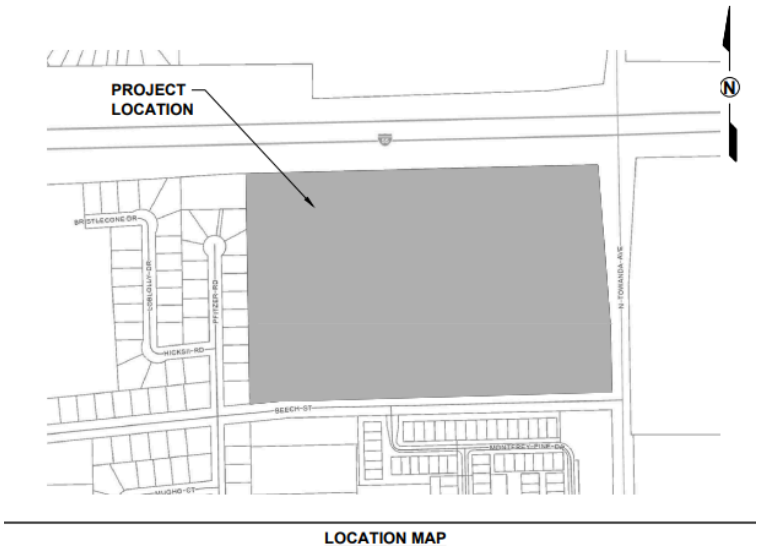
OAA 3

- Area off Shelbourne Drive, Linden, and Beech formerly owned by ISU and unoccupied
- Renovation of 100 apartments, addition of 24 duplexes, and 15 single-family homes
- Traditional enrollment in Fairview Elementary
- Current enrollment at Fairview 293 with no current space for additional sections
- Proposed enrollment through OAA in Fairview, Carlock, and Sugar Creek

OAA 4

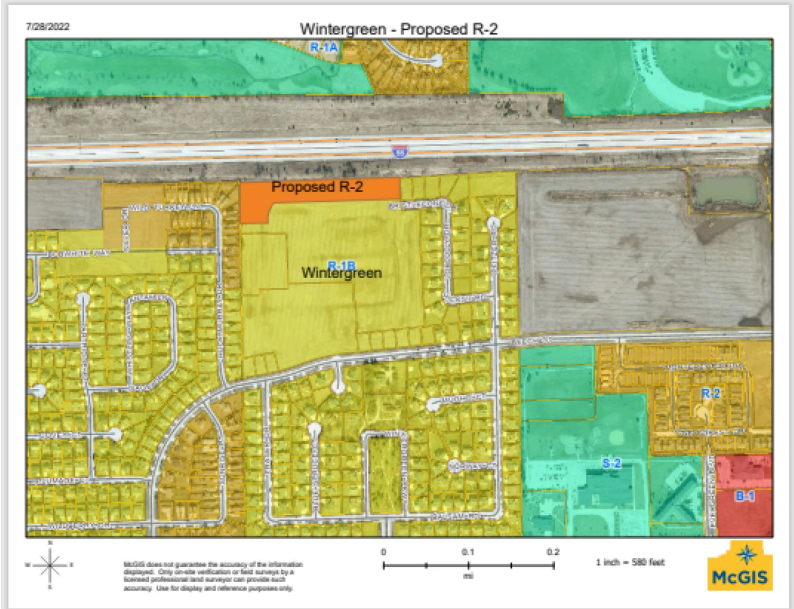
- Wintergreen Subdivision Addition (Weldon Reserve) and Carden Springs off Beech and Towanda
- 121 new lots with 95 single family homes and 20 duplexes-Wintergreen Addition
- 477 units-Carden Springs
- Traditional enrollment in Prairieland Elementary
- Current enrollment at Prairieland 456 with no current space for additional sections
- Proposed enrollment through OAA in Prairieland, Hudson,and Sugar Creek, Oakdale

Carden Springs



LOCATION MAP

Wintergreen Expansion (Weldon Reserve)



OAA 5

- Area off Hovey Ave and Parkside Road- Kruger Subdivision
- 400 single family and multi-family homes
- Traditional enrolment in Parkside Elementary
- Current enrollment at Parkside 287 with no current space for additional sections
- Proposed enrollment through OAA In Parkside Elementary, Carlock, Fox Creek, and Oakdale

Additional OAA area needed due to expansion-7/2023

OAA 6

- **Proposed Development of 136 units at the NE corner of Raab Rd. & Constitution. Trail**
- **Traditional enrolment in Fairview Elementary**
- **Proposed enrollment through OAA In Fairview Elementary, Carlock, and Sugar Creek**

Additional OAA area needed due to expansion-7/2024

OAA 7

- Proposed development for 24 Duplexes (48 Units)-The Villas at Prairie Vista
- Seven acres south of Southgate Drive
- Traditional enrolment in Cedar Ridge Elementary
- Proposed enrollment through OAA In Cedar Ridge Elementary, Pepper Ridge Elementary and Fox Creek Elementary

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community High School

Student(s)/Grade(s)/Group(s) Participating: Future Business Leaders of America

Dates of Trip (inclusive): 7/24/24-7/27/24 No. of School Days Missed: 0

Destination(s): Northfield Inn Hotel and Conference Center, Springfield, IL

Reason for Trip: Summer Leadership Workshop

☐ Educational ☒ Club ☐ Athletic ☐ Contests ☐ Special Education ☐ Team ☐ Other

Name(s) of Supervisor(s): Tara Pendleton

Mode of Transportation: Activity Bus/School Bus Provided by: Unit 5

Participant Costs: $190 Paid by: Club Funds and previous fundraisers

District Cost: $0

Other Pertinent Information: Our FBLA officers and committee chairs will spend these days attending leadership workshops and planning events with other officer teams from around the state.

Signature of Principal: _____

Date: _____

Board of Education Approval ☐ Yes ☐ No

Date: _____

Adopted: April 24, 2013
Reviewed:
Amended:

NORMAL WEST HIGH SCHOOL - WILDCATS

Wes Temples
Athletic Director
NORMAL WEST HIGH SCHOOL
501 N. Parkside Road
Normal, Illinois, 61761

Telephone (309) 557-4976
Fax (309) 557-4594
Email templesw@unit5.org

MEMO TO: Dr. Kristen Kendrick-Weikle, Superintendent
FROM: Wes Temples, Athletic Director
DATE: June 27, 2024
SUBJECT: Normal West High School Athletic Overnight Requests – 2024-25

The following overnight requests are for those activities that we anticipate needing approval for at this time for the 2024-25 school year. Thank you for your consideration of this request.

FALL, 2024

Girls Tennis-	10/18-19/24	IHSA Sectionals	TBD
	10/24-26/24	IHSA State	Buffalo Grove
Girls Golf-	9/30/24	IHSA Regionals	TBD
	10/6/24	IHSA Sectionals	TBD
	10/10-11/24	IHSA State	Decatur
Boys Golf-	10/1/24	IHSA Regionals	TBD
	10/6/24	IHSA Sectionals	TBD
Boys Soccer-	9/26-9/28/24	Burlington Invite	Burlington, Iowa
	11/8-9/24	IHSA State	Naperville
Volleyball-	10/11-12/24	St. Charles Invite	St. Charles
	10/25/24	Lyons Invite	LaGrange
Girls Swim-	10/19/24	Deerfield Invite	Deerfield
	11/14-16/24	IHSA State	Evanston
Cross Country-	10/25/24	IHSA Regionals	TBD
	11/01/24	IHSA Sectionals	TBD
	11/08/24	IHSA State	Peoria

WINTER, 2024-25

Wrestling-	11/30/24	Antioch Invite	Antioch
	12/6/24	**Girls** Granite City	Granite City
	12/21/24	Niles Invite	Niles
	12/27-12/29/24	**Boys** Granite City Invite	Granite City
	2/7/25	IHSA Regionals	TBD
	2/13-14/25	IHSA Sectionals	TBD
	2/19-21/25	IHSA State	Champaign
Boys Swim-	2/21/25	IHSA Sectionals	TBD
	2/27--29/25	IHSA State	Evanston

Boys Basketball-	1/17-20/25	Lakes Tournament	Lakes
Girls Basketball-	1/17-19/25	MLK Tournament	Dekalb

SPRING, 2025

Boys Tennis-	5/22-24/25	IHSA Sectionals	TBD
	5/28-30/25	IHSA State	Chicago Area
Baseball-	3/20-22/25	Tournament	Edwardsville
	3/22-30/25	Sp. Break Trip/Tournament	Orange Beach, AL
Softball-	3/21-30/25	Sp. Break Trip	Florida
Girls Track-	5/22-24/25	IHSA State	Charleston
Boys Track-	5/29-31/25	IHSA State	Charleston
Girls Soccer-	6/5-/7/25	IHSA State	Naperville

Please let me know if you have any questions. Thanks!

Wes Temples
Athletic Director
Normal West High School