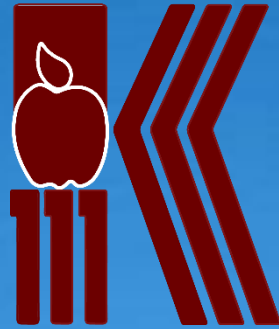


Kankakee School District #111



Administrative Handbook

Introduction

The purpose of the Administrative Handbook is to provide all Kankakee School District administrators with an easy to use, comprehensive guide for all policies, procedures and guidelines currently in place with our district.

Mission Statement

Kankakee School District #111 will celebrate the unique diversity our students possess while providing visionary education opportunities.

Vision Statement

Kankakee School District #111 will be recognized as being progressive, innovative and creative. We work together to build ONE community with strong partnerships. We are ONE district committed to increasing student achievement. We have ONE vision of producing globally productive citizens. We do this for the diverse needs of ALL children.

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Administration

504 Plans

The **504 Plan** is a **plan** developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Section 504 of the Rehabilitation Act is explained in our [2019-2020 district handbook in section 2-29 on page 36](#). [Board Policy 6:120](#) offers further information including [6:12AP1 Notice to Parents/Guardians Regarding 504 Rights](#).

Abused and Neglected Child Reporting

All Kankakee School District #111 faculty members are Mandated Reporters. Training videos for this are provided through GCN and reviewed regularly as part of the annual training process. The full board policy and instructions on how to proceed sure child abuse or neglect be suspected can be found in [Board Policy 5:90](#).

Accelerated Placement Program

The District provides an [Accelerated Placement Program](#) (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades. [Board policy 6:135](#) goes on to list options available and implementation requirements. [Administrative procedure 6:125-AP](#) reviews placement criteria and definitions, parent notifications, the referral and evaluation process and how eligibility is determined. Kankakee School District is workshop with Equal Opportunity School to increase enrolment in our AP classes and support our students' academic success. For more information visits <https://eoschools.org/>.

Administrator Training

Kankakee School District #111 makes every effort to offer an Administrators Academy each summer for our administrators. If an administrator wishes to attend additional training, they should complete a Conference Form, attached information regarding the training, with the registration form and forward it to the Instructional Programs Office. A Conference Request Form is located on [page 165](#) in the Forms section at the back of this handbook.

Aggressive Behavior Reporting Letter and Form

Aggressive Behavior needs to be reported to a student's parent or guardian as well as document within the students file. [Board Policy 7:190-E1](#) was created to assist you in this task. The letter can be found in the on [page 126](#).

Animals in Education

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. For a full outline please see [Board Policy 6:100](#). An application must be approved before an animal may be brought into the school. This application can be found in our [Board Policy 6:100-E](#) or on [Page 191](#) in the forms section at the back of this handbook. Once the application has been approved, permission from the parents of students exposed to this animal must be obtained. Please use the Student Permission for Exposure to Animal(s) form found in our [Board Policy 6:100-E2](#) or on [page 324](#) in the forms section in the back of this handbook.

Applicants Authorization to Release Information

Kankakee School District requires all new applicants provide a written authorization for a complete criminal history records check. Please refer to the full [Board Policy 5:30-AP2](#) for more information. The form can be found on [page 137](#).

Arrests, Ambulance Calls or Fire Department Calls

Be sure to complete the [google form](#) anytime a student is arrested, leaves by ambulance, or the fire department is called. Please make sure multiple people are not completing the form for the same student.

Assembles and Ceremonies

Assemblies must be approved by Superintendents or designee and be consistent with the District's educational objectives. See [Board Policy 6:255](#).

Assessment Calendars

Assessments provide the data used to guide instruction. Each year Instructional Programs creates an [Assessment Calendar](#) that give the dates and grade levels of assessments and testing that are given to Kankakee School District students. A copy of the 2019-2020 Assessment Calendar can be found on [page 352](#) in the addendum at the back of this handbook.

At Risk Students

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. Please see [Board Policy 6:110](#) for a full list of support services and interventions you should offer at risk students. At-Risk students are also addressed in the [2019-2020 Handbook](#) under *2-24 Programs for Students at Risk of Failure and/or Dropping Out of School and Graduation Incentives Program* on page 28.

Attendance – E-Learning

E learning days allow students be counted as present for school if they meet certain criteria. Students can learn anywhere and at any time.

GRADES K thru 6

1. Students are considered present for each E- Learning day.
2. Students K thru 6 have up to two weeks from the date of the E-Learning Day to turn in their work and continue with a clear day of attendance.
3. Teachers at the end of the two-week period will mark the student absent if the packets have not been turned in.
4. If a child participated in E-Learning you do nothing to their attendance record. You leave it blank the same as if they were in the building on that particular school day.

GRADES 7 thru 12

1. Students in grade 7 thru 12 must log into Google classroom by 10:30 am. to be considered present.
2. If a student does not comply with this procedure, the teacher is to mark the student W (unexcused).
3. 7-12th grade if students do not sufficiently complete evidence of work after the 10:30 check in - they have up to 14 days to turn the work in or they will be marked unexcused.

Attendance & Truancy Procedures

Illinois law defines “[chronic absentee](#)” as a student who misses 10 percent of school days within an academic year **with or without a valid excuse**. That’s 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

Illinois law defines “chronic truant” as a student who misses 5 percent of school days within an academic year without a valid excuse. That’s nine days of an average 180-day school year. The count of chronically truant students does not include students with **excused absences**, such as doctors’ appointments or students over the age of 16, who are not legally required to attend school. Chronic truants are at risk of academic and behavioral problems. Research shows that chronic truancy has been linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults.

Truancy Reports for I-KAN and Attendance Secretaries:

1. A report for each building has been created for IKAN Truancy Officers and attendance secretaries. The grade level secretaries at the HS will receive the reports.
2. It can be found by going to : Office/Attendance Reports/Day Summary/Truancy Report

3. These reports have been automated and will run as a scheduled task. Grades K through 8 will get their reports in the morning via email. KHS and Avis will get their reports in the afternoon.
4. This report should be reviewed for inconsistencies. The appropriate corrections should be made to the student's day attendance if there are errors or missing codes.
5. Next year you will have to clone the report created and update it for the New Year. I will assist you as needed.

The full district policy and procedures on Attendance and Truancy can be found in [Board Policy 7:70](#). Administrative procedures are outlined in [Board Policy 7:70-AP1](#). Non-attendance and Late Enrollment are covered in [Board Policy 7:70-AP2](#). When a student is absent on and extended vacation, please refer to [Board Policy 7:70-R3](#) for procedures.

Attendance and Truancy is fully covered in our [2019-2020 Handbook](#) under section 2-7 *Attendance, Tardies and Truancy* beginning on page 14. Please see [page 472](#) in the addendum in the back of this handbook for the 19-20 Truancy procedures.

Chain of Command

Kankakee School District #111 Chain of Command is described in [Board Policy 3:30](#). For a full flowchart, please see the [page 357](#) in the addendum.

CIPS

The Crisis Intervention Programing Stabilization (CIPS) program provides a streamlined placement process. The Alternative Program Referral form can be found on [page 133](#) at the back of this handbook.

Community Resource Persons and Volunteers

While the School Board encourages the use of resource persons and volunteers in schools, the administration must follow board protocol. See the full [Board Policy 6:250](#) for the complete policy. The Administrative Procedures, [Board Policy 6:250-AP](#) outlines the screening process needed to vet resource persons and volunteer. Once cleared, resource persons or volunteers should complete for [6:250-E](#) prior to engaging students. This form can be found on [page 286](#).

Complaints about Curriculum, Instructional Materials or Programs

Persons with suggestions or complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and/or use the Uniform Grievance Procedure ([Board Policy 2:260](#)). A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form found in [Board Policy 6:260-E](#) or on [page 169](#). Information is also found in the [2019-2020 Student Handbook](#) under section 2-30 *Student and Family Privacy Rights* on page 37.

Computer Hardware Procedures

The full Board Policy [6:235-API](#) outlines Kankakee School District #111 procedures regarding all aspects of technology hardware. Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Computer Software Procedures

Software Procedures for Kankakee School District #111 can be found in [Board Policy 6:235-API](#). Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Conditional Job Offer

When making a conditional job offer to a prospective employee, please be sure to review [Board Policy 5:30-AP](#) to ensure all steps are followed to avoid misunderstandings or potential problems. A copy of this form can be found on [page 189](#).

Conference Request Instructions

Any staff member requesting to attend a workshop or conference not planned by Kankakee School District #111 must complete a conference request form. A copy of this form can be found on [page 165](#). The staff member must attach a registration form and have the request approved by their building principal or supervisor. Upon approval they should enter the absence in Skyward and forward the form to Instructional Programs. Full instructions and copy of this form are found in on [page 371](#) in the addendum.

Copyright

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and School Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright. Please refer to the full [Board Policy 5:170 and 5:170-API](#) when considering the use of copyrighted material. Administrative Procedure [5:170-API](#) has been developed to outline the steps to follow in obtain permission of copyrighted material and can be found on [page 285](#).

Curriculum and Technology Proposal Form

To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and

finance related implications of all proposals. To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and finance related implications of all proposals. Please see the form in our [Board Policy 6:325-E5](#) or on [page 166](#) in the back of this handbook.

Curriculum Content

Kankakee School District curriculum shall contain instruction on subjects required by the State of Illinois statute or regulation. For a full list of curriculum content see [Board Policy 6:60](#). A [Curriculum Folder](#) has been created in google for all administrators to view. The folder contains important information regarding curriculum and instruction. An explanation of Instructional Materials is also available to parents on page 38 of the [2019-2020 Parent Student Handbook](#).

Data Team Leaders

Data teams are a collaborative “response to instruction”. In a recent presentation, ISBE explained that Data Teams “create a consistent and comprehensive framework for improvement planning that translates from district to school to classroom to individual students”. Each building should have a Data Teams that should meet in short-cycle sessions. Please see [page 373](#) in the addendum at the back of this handbook for the full ICLE Data Team description.

District Website Publishing Guidelines

Kankakee School District provides a public Internet presence through the District website to share information with the community. All material published on the District website must have educational value and/or support the District’s goals and policies. All material submitted is subject to treatment as a District-sponsored publication. The District reserves the right to remove any material that is in violation of its policy or procedures. Please refer to the administrative procedures in [Board Policy 6:235-AP](#) for a full overview of Kankakee school District guidelines.

Drug & Alcohol-Free Workplace

All Kankakee School District workplaces are drug and alcohol free workplaces. This includes use of tobacco products while on school property or while an employee is performing work for the District at a school event regardless of the event’s location. Please refer to [Board Policy 5:50](#) for a complete explanation.

E-mail Retention

Email, including attachments that are sent or received by the District or District employees may be, depending on their content, subject to disclosure under the Freedom of Information Act and/or discovery in litigation as evidence in support of a claim. Employees must use the same standards of judgment, propriety, and ethics with email as they do with other forms of school

business-related communications. Accordingly, employees have the same responsibilities for email messages as they do for any other communication. Please see the full [Board Policy 5:130](#) on the Responsibilities Concerning Internal Information and the [Administrative Procedure 5:130-AP](#).

Emergency Drill

The School Safety Drill Act (105 ILCS 128/, amended by P.A. 98-48) and any implementing State administrative rules shall supersede this procedure in the event of a conflict. The Building Principal shall keep the Superintendent or designee informed of when drills are scheduled and/or accomplished. ISBE's fillable form for documenting the completion of minimum drill requirements may be used (see www.isbe.state.il.us/safety/pdf/91-02_school_drill_documentation.pdf). Each academic year, each school building that houses students must conduct a minimum of:

- Three school evacuation drills.
- One school bus evaluation drill.
- One severe weather and shelter in place drill
- One law enforcement drill

For a full description of each drill, please refer to the Administrative Procedure in [Board Policy 4:170-AP1](#).

Emergency Evacuation

Each should have a Safety Team that gathers annually to review the schools Emergency Evacuation Plan. Please refer to [Board Policy 4:170-AP](#) letter G for more information regarding emergency evacuations.

Employee Absences and Tracking

[Board Policy 5:330](#) clearly outlines sick, vacation, holidays and leaver for employees. [Board Policy 5:180](#) further explains temporary illness and absence from work.

Employee Compliance

In accordance with the Fair Labor Standards Act, Kankakee School District follows [Board Policy 5:35](#) when reviewing employee compliance, compensation, overtime, etc. A list of exemptions can be found in administrative [Board Policy 5:35-AP1](#). A twelve-step compliance checklist is available in the administrative procedure [Board Policy 5:35-AP4](#).

Employee Expense Reimbursement

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. According to [Board Policy 5:60](#), employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense reimbursements that show the following:

1. The amount of the actual expense, with attached itemized receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense reimbursement was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement was expended.

The district allows up to \$40.00 per day for meals. If you are only eating one meal out the meals are prorated at the rate of \$10.00 for breakfast, \$15.00 for lunch and \$25.00 for supper. For a full guideline of what is cover please refer to the Reimbursement Expectation sheet on [page 448](#) in the addendum of this handbook.

Expenses should be submitted for reimbursement through Skyward Finance System. Please see [page 453](#) in the appendix *Approved Expenses Reimbursement How to Guide* in the back of this handbook for complete instructions on submitting expenses.

Employee Harassment

[Board Policy 5:20](#) reaffirms that the School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in [Board policy 5:10](#), Equal Employment Opportunity and Minority Recruitment. Harassment of students, including, but not limited to, sexual harassment, is prohibited by [Board policy 7:20](#), Harassment of Students Prohibited.

Should harassment occur, please the administrative procedures in [Board policy 5:20-AP](#) and forms [5:20-E](#) for investigation and documentation. This form is also located on [page 311](#).

Employee Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies.

[Board Policy 5:40](#) states that an employee with a communicable or chronic infectious disease is encouraged to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. Administrative procedures found in [Board policy 5:40-AP](#) should be used once the administrative team has been notified.

Employee Investigation

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment. [Board policy 5:30](#) reviews the investigations completed prior to employment. [Administrative procedure 5:30-AP2](#) further discloses the investigation processes taken to ensure safety for our student and staff. Applicants considered for employment must sign an Authorization to Release Information form found in [Administrative procedure 5:30-E1](#) and on [page 137](#) in the back of this handbook. An Employee Investigation Fact Sheet can be found on [page 386](#) in the addendum in the back of this handbook.

Employee Non-exempt Volunteer Agreement

Non-exempt employees who volunteer for district committees or at district functions need to complete the *Volunteer Agreement Executed by a Non-Exempt Employee* prior to the meeting or event. This form can be found on [page 344](#) in the forms section of this handbook or in the administrative procedures for [Board policy 5:35-E](#).

Employee Resignation and Retirement

Tenured teachers may resign at any time with consent of the School Board or by written notice sent to the Board Secretary at least 30 days before the intended date of resignation. [Board Policy 5:210](#) states, no teacher, whether tenured or probationary, may resign during the school term in order to accept another teaching position without the consent of the Board.

Employee Suspension

The School Board may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District.

[Board policy 5:240](#) allows the Board or Superintendent or designee to suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

For a list of infractions constituting suspension of an employee with or without pay, please refer to the administrative procedure of [Board policy 5:240-AP](#).

Employee Termination and Suspensions

Please refer to [Board Policy 5:290](#) for all questions relating to employee termination and suspension. If you do not feel this policy answers your questions, please contact Human Resources.

Employee Travel Allowance

Some staff members within the Kankakee School District are required to use their personal vehicle to perform the responsibilities related to their position. Upon approval, these individuals will be compensated for local travel through receipt of a stipend, receiving one-half in December and one-half in June. [Board policy 5:32](#) states if an employee is required to travel as part of his or her responsibility, then he or she must complete a District travel allowance form by September 15. The travel allowance form must then be approved by the employee's supervisor and the Assistant Superintendent of Human Resources.

Enrollment and Registration

Registration of current students can be completed through the Skyward Family Access tab on our district's website.

Registration for students new to the district can take place at any Kankakee School District building from June 1 through October 1 and at the Lincoln Cultural Center in room 216 from October 1 between the hours of 9:00 a.m. – 3:00 p.m. through the end of the school year.

[Board policy 7:50](#) reviews the admission procedure for registration to our district. [Board policy 7:60](#) covers residency. [Administrative procedure 7:60-AP2](#) explains the documents need to establish residency.

Parents will need to bring in proof of residency and a photo ID. Registration cannot take place without these two items. If students have not previously attended Kankakee School District #111, parents will also need to bring the child's official birth certificate. Board Policy states that a copy of the student's birth certificate is required to register however, [ISBE Registration Guidance](#) FAQ1 cites School Code 325 ILCS 50/51 telling us that we cannot delay a student's start date because of a missing birth certificate. Our board policy, ISBE and school code to give time lines for the parents to bring the birth certificate into the school. It is the responsibility of the school administrator to follow up with parents to obtain this copy.

If transferring from a previous school, parents will be asked to sign a request for records form so that we may obtain shot and educational records from the previous school. Otherwise, new students will be required to have physical by October 15. Students entering kindergarten, second and sixth must have a dental and all ninth graders must be current on their immunizations and show proof of a physical. See [page 388](#) in the addendum in the back of this handbook for procedures for enrolling a student after the school year has begun.

Evaluation Information

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in Board policies as well as in compliance with State law and any applicable collective bargaining agreement. Please refer to this [Board Policy 5:320](#) for what each evaluation will include. Kankakee School District #111 uses Performance Matters for our evaluation tool. This aligns

with the Danielson model. For more information please refer to [page 391](#) and beyond in the addendum for instruction using Performance Matters, resources, and the evaluation process.

Examinations, Immunizations and Exclusion of Students

The State of Illinois requires health examinations for students attending school. [Board policy 7:100](#) maps out what exams are required for certain grade levels. The State has published [Clarification of the Immunization Status of Students](#) for parents to know which immunizations are due at each grade level.

Expulsion Procedures

When all interventions have been exhausted or a student's actions constitute a principals decision to expel a student, the expulsion must be approved by the Superintendents of Schools. [Board policy 7:210](#) advises that after the infraction the principal must contact the superintendent's office to advise them of the infraction. Please see the full instruction sheet on [page 418](#) in addendum in the back of this book. Parent may review the expulsion procedures in section 2-15 on page 20 in the [2019-2020 Parent-Student Handbook](#).

Facility Rental Application & Rental

School facilities are available to community organizations during non-school hours when such use does not: (1) interfere with any school function or affect the safety of students or employees, or (2) affect the property or liability of the School District. The use of school facilities for school purposes has precedence over all other uses. [Board Policy 8:20](#) covers rental procedures and clearly states that the District reserves the right to cancel previously scheduled use of facilities by community organizations and other groups. The use of school facilities requires the prior approval of the Superintendent or designee and is subject to applicable procedures.

A Facility Rental Application can be found in [Board policy 8:20-E1](#). In addition to the application, the Facility Rental Agreement for Use of School Facilities must be completed. This agreement can be found in [Board policy 8:20-E2](#). Person or organizations renting school facilities must also provide a Certificate of Liability Insurance. A sample of this can be found in [Board policy 8:20-E2 Attachment](#). Copies of the forms listed above can also be found beginning on [page 181](#) in the Forms section in the back of this handbook.

Family Life and Sex Education Classes

The major educational areas of the District's comprehensive health education program are described in [Board policy 6:60-AP](#). Parents must be notified that their student is enrolled in Family Life and/or Sex Education classes. The letter in [Board policy 6:60-E](#) should be sent prior to the start of instruction. Should a parent wish to examine the instructional materials please have them complete [Board policy form 6:60-E3](#). Both this letter and request form can be found on [page 253](#) and [page 283](#) in the forms section in the back of this handbook.

Family Medical Leave

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act. The U.S. Department of Labor's rules (federal rules) implementing FMLA, as they may be amended from time to time, control FMLA leave. [Board policy 5:185](#) states that during a single 12-month period, an eligible employee's FMLA leave entitlement may be extended to a total of 26 weeks of unpaid leave to care for a covered service member (defined in the federal rules) with a serious injury or illness. More information can be found on [page 214](#) and [page 438](#) in the back of this manual.

Fee Waiver Application

The application for fee waiver is completely independent from the District process for determining eligibility for free meals. Fee waivers are part of the registration process. The paper application is found in [Board policy 4:140-E1](#) and on [page 144](#) in back of this handbook. If a family's request to waive fees is denied, families have the right to appeal that decision. The form found in [Administrative procedure 4:140-E3](#) or on [page 288](#) needs to be completed.

Field Trip Guide Lines and Permission/Waiver Form

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives. [Board policy 6:240](#) states that all field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts and liability concerns. Guidelines for all field trips can be found in [Board policy 6:240-AP](#). The Field Trip Permission and Waiver form in [Board policy 6:240-E](#) is now include on Skyward as part of the registration process. A copy of this form is also included in on [page 187](#) in the forms section in the back of this handbook. **Field trips must be entered and approved by the building administrator in Trip Tracker at least 10 days prior to a field trip.** Sack lunch requests must be completed and turned into the head cook in your building 14 days prior to the field trip. A copy of this form can be found on [page 294](#) in the forms section in the back of this handbook. Board approval is needed for any field trips requiring an overnight stay. See [Board policy 6:240-R](#) for the complete procedure guidelines for an overnight stay.

Foreign Exchange Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition. Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to secondary schools and attendance may not exceed 12 months. [Board policy 7:50](#) covers all the steps and restrictions.

The School Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students. This information is also published in our [district handbook](#) in section 2-5 on page 13 in the 2019-2020 School Handbook.

Gifted Program

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. [Board policy 6:130](#) discusses eligibility and monitoring this program. [Administrative procedure 6:130-AP](#) covers what should be included in a program for Gifted and Talented Students. Every school year beginning in December, all second grade students are testing for the gifted program. A permission slip is included in the registration process for all incoming second grade students. If a parent wishes to have their child tested to see if they qualify for the Gifted and Talent Program they should complete a [Request for Gifted Testing](#) form to the Director of District Improvement. [Permission slips](#) are needed for any student, other than second grade students, being re-tested or tested for the first time. A copy of this form can be found on [page 190](#).

Gifts to Your Building or District

Kankakee School District #111 has rules and regulations regarding gifts received by your building or the district from educational foundations, other entities or individuals. Please see [Board policy 8:80](#) for the full policy. Additionally, [administrative procedure to Board policy 8:80AP](#) further explains stipulations to consider when receiving a gift to the district or your building.

Guidelines for Investigating Sexting

The Board of Education has established [Administrative Procedure 7:190-AP6](#) for administrators to use when investigating sexting allegations. They have also developed a letter to parents regarding preventing and reducing incidences of sexting. This letter can be found in [Board policy 7:190-AP6,E1](#) and on [page 226](#) in the forms section in the back of this handbook. Sexting and its consequences are covered in section 2-8 *Bullying, Intimidating, and Harassment Prevention* on page 15 in the [2019-2020 Student Handbook](#), in section 3-11 *Electronic Device Misuse* on page 55-56 in the student handbook and under section 3-19 *Harassment – Sexual* on page 58 in the student handbook.

Guidelines for Reciprocal Reporting of Criminal Offences Committed by Students

State law requires a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students (105 ILCS 5/10-20.14). The Juvenile Court Act of 1987 and the School Code set requirements for the management and sharing of law enforcement records and other information about students if they have contact with local law enforcement. When a criminal offense is committed by a student be sure to follow the guidelines in [Board policy 7:190-AP3](#). Anytime a student is arrest be sure to enter the information in the [google doc](#) for the Board's information.

Help Desk Request

All requests for maintenance and technology assistance are handled through our district Help Desk. Each district computer has a "Help Desk" icon. If you're not using a district computer you can access the program through our district webpage. Simply click on staff and scroll down and click on the Think Help Desk at the bottom of the list. This will open up a window that allows you to request assistance from our maintenance department, technology staff or learning partners.

High School Senior Attending KSD When Parents Move

Kankakee School District does not currently have a Board policy regarding high school seniors whose families moved during their junior year or the summer between their junior and senior year and the student wishes to graduate from Kankakee High School. Past practice has been that we follow [IHSA Constitution, Section 3.034.2](#) that allows students **in good standing** who have attended on school their entire school career to continue their education in said school. The full policy is included on [page 423](#) in the addendum of this handbook.

Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. [Board policy 5:30](#) covers the process and criteria used by Kankakee School District #111 when interviewing and vetting a potential employee.

Home & Hospital Education

A student who is absent from school or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. [Board policy 6:15](#) reviews the eligibility criteria a student must meet to qualify. This policy also covers students who are unable to attend classes due to pregnancy.

Homeschool

[Board policy 7:35](#) lists the instances when Kankakee School District #111 will enroll, on a part- or full-time basis, students who previously attended or currently attend a home school program. All homeschool records are handled through the local Regional Office of Education. For more information, please see the ISBE Home School FAQ found on [page 430](#) in the addendum in the back of this handbook.

Homeless Student Education

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. [Board policy 6:140](#) defines a homeless child and reviews attendance practices. [Administrative procedure 6:140-AP](#) covers transportation, student designate, homeless liaison, school placement and principal's duties. [Homeless education form](#) (found on [page 195](#)) should be completed as should a letter of residency found on [page 223](#).

ILT Meeting Template

A sample of Kankakee School Districts ILT Meeting Template is available on [page 198](#) back of this handbook.

Instructional Coaching Team-Well-check

The 10-point Instructional Coaching Team Well-Check located on [page 424](#) in the addendum of this handbook, will help you take stock of your current coaching team practice.

Instructional Materials and Computer Programs Development within the Scope of Employment

Curriculum, presentations, trainings, websites and other instructional material designed and/or written by an employee of Kankakee School District #111 within the scope of District employment are works made for hire and belong to the District. For the full definition, please see [Board policy 5:170-AP3](#).

Interdependent Data-Informed Teams

Please see the chart on [page 427](#) in the addendum for a complete chart and explanation of Interdependent Data-Informed Teams.

Interview Questions

The anti-discrimination laws affect all steps of the employee hiring process. Knowledge of the characteristics on which these laws prohibit inquiry is especially critical when conducting interviews. Sloppy interview practices can result in the appearance of illegal discrimination or even actual discrimination. Interviewers should avoid seeking information that will not be used to make an employment decision. For a list of questions to avoid and permissible questions to ask please see [Board policy 5:30-AP1](#).

Investigation

[Board policy 7:20](#) states that the District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Harassment investigations are generally handled by district Complaint Managers. [Administrative procedure 5:20-AP](#) covers the procedures that should be considered when conducting an internal investigation into claims of harassment from or by an employee. [Administrative resource 5:20-AR2](#) offers additional guidelines to consider during such an investigation. [Administrative procedure 7:20-AP](#) covers the procedures that should be followed when conducting an investigation into claims of harassment from or to a student. This information can be found in the [2019-2020 Handbook](#) in section 2-20 on pages 28 through 30.

Jury/Court Duty

An employee should give at least five days' prior notice of pending jury duty. The District will pay full salary during the time an employee is absent due to court duty or, pursuant to a subpoena, serves as a witness or has a deposition taken in any school-related matter pending in court. The District will deduct any fees that an employee receives for such duties, less mileage and meal expenses, from the employee's compensation, or make arrangements for the employee to endorse the fee check to the District. Please see [Board policy 5:80](#) for more information.

Leave of Absence

There are many types of leaves of absence approved within Kankakee School District #111. Please refer to [Board policy 5:250](#) for a list all of which are also in the contractual agreement between Kankakee Board of Education and the Kankakee Council, Federation of Teachers Local 604. Please see the [teachers' contract](#) for further explanation. Forms for LOA can be found on [page 214](#).

Maintaining Student Discipline

[Board policy 7:190](#) goals and objectives 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.

[Administrative procedure 7:190-AP7](#) contained within this policy reviews the guidelines to improve school discipline.

Media Contact in a Crisis

If the media attempts to contact you or a staff member, please refer to the [Administrative procedure 4:170-AP1, E2](#) for guidelines.

Micro-credentialing

Kankakee School District #111 believes that successful growth is accomplished when the culture of the school supports the day-to-day learning of educators engaged in continually perfecting their craft. Since it is imperative that we align our learning opportunities to the District Goals, the District has developed a micro-credential program using Performance Matters. Please see the information sheet on [page 439](#) in the addendum for more information on this new professional development initiative.

Mobile Device Use and Expectation Form

[Form 6:235-E6](#) informs employees of their liability while using District issued devices. It covers step-by-step what the employee is responsible for and the allowed use. A copy of this form is available on [page 247](#) in the Forms section in the back of this handbook.

Non-public School Students, including Parochial and Home-School Students

Students who live within the boundaries of Kankakee School District #111 who attend non-public schools, including parochial school or students who are home schooled may choose to attend Kankakee Schools part time or participate in extracurricular or interscholastic activities and competition. [Board policy 7:40](#) also accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in non-public schools, and otherwise qualify for enrollment in the District. [Administrative policy 7:40-AP](#) lists the steps to be taken when placing of a non-public school student transferring into the district.

Nursing Mothers

The Superintendent or designee shall ensure that students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Please see the Administrative procedures in [Board policy 7:10-AP2](#) for a list of reasonable accommodations.

The School 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. Please see Administrative procedures in [Board policy 5:10-AP](#) for more information.

Parent & Family Engagement

Board policy 8:95 was written to assure collaborative relationships between students' families and the Board of Education and District personnel, and to enable parent(s)/guardian(s) to become active partners in education. The full policy list procedures to follow. The School Parent & Family Engagement Policy/Plan Checklist found on [page 302](#) in the Forms section back of this

of this handbook provides a complete checklist for executing and event that complies with our Title I grant.

Parents Right to Know

[Board policy 5:190](#) defines the term teacher and qualifications necessary. When a teacher does not have the necessary credentials to teach a specific subject or grade level and is paid for using Title I funds, the District is required to inform parents. The letters located in [5:190-E1](#), [5:190-E2](#), and [5:190-E3](#) are samples of the letters that must be mailed to parents to remain in compliance with Title I. Copies of each are on [page 251](#) and [page 252](#) in the form section of this handbook.

Parent Teacher Organization

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance. Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. To do so the group's by-laws must contain one of the rules or procedures listed in [Board policy 8:90](#).

P-Card Use Agreement

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf. Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests. [Board policy 4:55](#) lists specific restrictions for the use of a district p-card. [Administrative procedure 4:55-AP](#) further explains your responsibilities as an administrator for the p-card. Each person who has a p-card should sign the P-card Agreement in [Board policy 4:55-E](#). If you allow a staff member to use the p-card that was issued to your building or department, the staff members should complete the Cardholders Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Card. This form can be found in [Board policy 4:55-E1](#). Both of these forms can also be found on [page 261](#) and [page 263](#) in the Form's section at the back of this handbook.

Payroll

The business office/payroll does not initiate or approve employee pay of any kind. They only process payment after approval from an administrator. Additional pay (timesheets) should be aligned with union contracts. Any special agreement with an employee is a violation of the contract. All additional pay must be preapproved by an administrator. Any additional pay outside of routine extra duty must be preapproved, in writing, by both the administrator and an Assistant Superintendent. All approved building timesheets must be e-mailed to

payroll@ksd111.org by the cutoff date. There should be one building employee who is designated to send all timesheets on behalf of the building (in one email). A list of 2019-2020 payroll cut-off dates can be found on [page 447](#) in the addendum at the back of this handbook.

Personnel Records and Request to Inspect

In accordance with [Board policy 5:150](#) the Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and School Board policy. Access to personnel records is outlined in this policy. [Administrative procedure 5:150-AP](#) covers the information maintained in each employees file. If an employee wishes to view their personnel file, they will need to complete the Request to Inspect Personnel File form found in [Board policy 5:150-E1](#) or on [page 284](#) in the Form's section at the back of this handbook. Our Human Resources Department will great a Personnel File Access Log documenting the date, name and purpose of access. For an example of this log see [Board policy 5:150-E2](#) or [page 264](#) in this handbook.

Personal Technology and Social Media: Usage and Conduct

Kankakee School District #111 has a policy in place for all personnel regarding the use of personal technology and social media. [Board policy 5:125](#) defines and lists standards and rules staff is expected to adhere to while employed by our district. Furthermore, each employee should have received a copy of this policy and have signed [Board policy form 5:125-E](#). This form can be found online or on [page 176](#) in the Forms section at the back of this handbook.

Physical Restraint

[Administrative procedure 7:190-AP4](#), located within the [Board Policy 7:190](#) on Student Behavior, clearly outlines that isolated time out and physical restraint shall be used only as a means of maintaining discipline in schools (that is, as a means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, that is, as a form of punishment. When a student is physically restrained a Document Physical Restraint form must be completed. This form can be found in [Board policy 7:190-E2](#) or on [page 170](#) in the Forms section in the back of this handbook.

Placement of Non-public School Students transferring into the District

Students who live within the boundaries of Kankakee School District #111 who attend non-public schools, including parochial school or students who are home schooled may choose to attend Kankakee Schools part time or participate in extracurricular or interscholastic activities and competition. [Board policy 7:40](#) also accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in non-public schools, and otherwise qualify for enrollment in the District. [Administrative policy 7:40-AP](#) lists the steps to be taken when placing of a non-public school student transferring into the district.

Principal Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board in compliance with [Board Policy 3:50](#). Administrators shall annually present evidence to the Superintendent of professional growth through attendance at educational conferences, additional schooling, in-service training, and Illinois Administrators' Academy courses, or through other means as approved by the Superintendent.

Prolonged Approved and Unapproved Student Absences

Regular absences are covered in [Board policy 7:70](#). Prolonged absences are covered in the [Administrative procedure 7:70-R3](#). Students in grades 8-12 who have missed ten or more days per semester cannot be excused for vacation day as covered in the Administrative procedures.

Public Relations and Communications

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. [Board policy 8:10](#) explains the plan in which the Superintendent or designee shall plan, implement and evaluate our District public relations program. If further outlines items the program should include.

Report Card and Progress Report Calendar

At the start of each school year Information Systems works with Instructional Programs to develop a Report Card and Progress Report Calendar. This calendar is forwarded to all building administrators and should be shared with staff. A copy of this calendar for the 2019-2020 school year can be found on [page 449](#) in the addendum of this handbook.

Routine Communications Concerning Safety & Security

The full district safety plan is part of [Board policy 4:170](#). [Administrative procedure 4:170-AP2](#) identifies and organizes the District's routine communications to stakeholders regarding safety and security. These routine communications are an integral part of the District's coordinated communication system. Communications to stakeholders that do not concern safety or security are organized with their respective topics.

School Bus Accident Checklist

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from 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. On the rare occasion a school bus is in an accident, a School Bus Accident Checklist must be completed. The

checklist can be found in the [Administrative procedure 4:110-AP1](#). A copy of this form is available on [page 295](#) in the Forms section in the back of this handbook.

School Related Firearm Incident Report

Weapons related incidents within our schools is clearly outlined in [Board policy 7:190](#) and on page 69 in section 3-42 of our [2019-2020 Handbook](#). Whenever there is a firearm incident a reporting letter must be completed and sent home to parents. This letter can be found in the administrative procedures for [Board policy 7:190-E1](#). A copy of this form is available on [page 126](#) in the Forms section in the back of this handbook. A report must be filed with the state as well. This form is available on [page 197](#) in the back of this handbook.

School Visitors

Any person other than an enrolled student or employee is deemed a visitor and should report to the buildings office for permission to remain on the property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. [Board policy 8:30](#) explains all procedures and exceptions for school visitors. Additional information on Visitors to Schools can be found in [Board policy 8:50](#). [Board policy 8:95-E1](#) is a letter that explains the School Visitation Rights Act to parents. This letter can be found on [page 220](#) in the back of this handbook. This explanation can also be found in the [2019-2020 Handbook](#) in section 2-28 on page 35.

School Wellness Policy

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. [Board policy 6:50](#) shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). Our school wellness policy is also covered in section 2-39 on pages 47-51 in the [2019-2020 Handbook](#).

Service Animals

State and federal law allow a student with a disability to be accompanied by a service animal that is individually trained to perform work or tasks for the benefit of a student. Administrative procedures and a full explanation on allowing service animals in school can be found in [Board Policy 6:120-AP3](#).

Sexual Harassment – Students

Sexual harassment of student is prohibited as outlined in [Board policy 7:20](#). A full action list is defined in [Administrative policy 7:20-AP](#). Resources for handling complaints and their investigations can be found in the [Administrative resource 7:20-RA](#).

Sign-in Sheets for Stipends and CPDUs

Any meeting, training or professional development in which you staff should receive stipends or your requesting CPDUs must use the sign in sheet provided by Instructional Program. A copy of the sign in sheet is located on [page 314](#) in the Forms section at the back of this handbook.

Skyalert Messaging System

To reach a specific group of parents or employees, Kankakee School District uses Skyalert Messaging System. Each principal has the ability to record and send a Skyalert “robo-call” message to your students and/or staff. Access to this program and training needs to be handled by our Instructional Technology staff. To request access or training please complete a Help Desk request.

Social and Emotional Learning

The Superintendent shall incorporate SEL into the District’s curriculum and other educational programs consistent with the District’s mission and the goals and benchmarks of the Ill. Learning Standards as described in [Board policy 6:65](#).

Staff Computer Network Agreement

The Computer and Network Use Policy is fully explained in [Board policy 6:235](#). Part of this policy is the Staff Computer and Network Agreement found under the [Administrative procedures 6:235-E1](#). A copy of this form can be found on [page 322](#) in the back of this handbook.

Staff Development Plan

[Board policy 5:100](#) states that the Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. [Administrative procedure 5:100-AP](#) discusses the implementation of the Staff Development Plan.

Student Computer Network Agreement

Like staff, students and parents are required to sign a Computer Network Agreement. A copy of the Student Computer Network Agreement can be found under the [Administrative procedures 6:235-E2](#) and in Section 4 on page 68 of the [2019-2020 Handbook](#). This form is also included in Skyward when registering a student for school. A copy of this form can be found on [page 323](#).

Student Fund Raising Application

[Board policy 7:325](#) reviews allowable fund raising activities by Kankakee School District students. Guidelines for fundraising can be found in [Administrative procedure 7:325-AP1](#). A copy of the application (7:325-E1) can be found on [page 138](#) in the back of this handbook.

Student Hearing Instructions

All hearings are handled by the Instructional Programs Office. Hearing can be requested by parents to review suspensions as explained in [Board policy 7:200](#). The purpose of this is general to come to agreeable resolution to remove the suspension from the student's record or to challenge the administration's decision to suspend a student for their actions. Only the Superintendent can ask the Board of Education to consider expelling a student. All information must be forwarded to the Superintendent's office for review. If actions warrant a possible expulsion she will forward the information to the Hearing Officer. A hearing or finding of facts must be scheduled and proper written notice given to parents. [Board policy 7:210](#) states the steps taken for any expulsion hearing. [Page 418](#) in the Addendum contains a full instruction sheet for submitting information and scheduling an expulsion hearing and [page 458](#) contains instructions and a checklist for a suspension hearing. A Notice of Expulsion Hearing can be found in the [Administrative procedures 7:210-E1](#).

Student Laptop Procedures

The same procedures apply to student use of laptop computer is the same as an employees. The full policy can be found in [Board policy 6:235](#).

Student Records Policy

School student records are confidential. [Board policy 7:340](#) states that information from them 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 identified individually that is maintained by a school or at its direction by a school employee. [Administrative procedure 7:340-AP1](#) defines terms and explains procedures. [Administrative procedure 7:340-AP2](#) lists controlling statutes such as keeping student records for 60 years. [Administrative procedure 7:340-AP1, E1](#) explains that when a student enrolls or transfers to the school, the school must notify the student and the parent/guardian of their rights concerning school student records. When a student is withdrawn, transferring or graduating for our district, student and parents/guardians must be provided with a destruction of school records schedule. A sample letter can be found in [Administrative procedure 7:340-AP2, E1](#) or on [page 219](#) in the back of this handbook.

Student Suspension

Procedures for student suspensions are outlined in [Board policy 7:20](#). This policy discusses both in-school and out-of-school suspensions. Anytime a student is suspended out-of-school a Short Term or Long Term Out-of-School Suspension form needs to be completed in Skyward. A sample of each form is included in the forms section of this handbook. Short term suspension is on [page 312](#) and long-term suspension is found on [page 239](#).

Student Transcript

If a current student or past student have access to a debit or credit card, transcript(s) may be ordered on the website www.parchment.com. There is a \$3.15 fee per transcript. An email address is required to register with www.parchment.com. The student's transcript will be sent electronically to the email address. If a current student or past student owes fees an unofficial transcript will be sent. Seniors will receive unofficial transcripts until a graduation date is provided. There is a 24-hour turnaround requirement.

If a current student or past student does not have access to a debit or credit card, they may contact Instructional Programs at 815.802.7725 or request a copy of their transcript(s) at Lincoln Cultural Center, room 216 by completing the necessary paperwork. The cost is \$2.00 per transcript along with the 24-hour turnaround requirement.

Student Voter Registration

The Board of Education directs the District's administration to provide students with an opportunity to learn and practice the principles of civic responsibility. To achieve this, the High School Principal or the designee may be appointed deputy registrar by the county clerk. If appointed, the high school principal or the designee may accept voter registrations of eligible students in the high school. [Board policy 3:62](#) states that voter registration shall only occur in May or September.

Teacher Meetings

Pursuant to [Article 6](#) of the teachers' contract, District/Administrator Directed time is allowed and can include but is not limited to student contact, curriculum development, collaboration, instructional coaching, parent-teacher conferences, MTSS meetings, staff meetings, community engagement and professional development. [Article 18, Section 18.1](#) reviews the meetings teacher will attend under contract.

Teacher Stipends

Teacher stipends are negotiated within the teachers' contract. [Article 24, Section 24.12](#) lists the stipend amounts for teachers attending training, meetings or approved professional development outside of those functions covered by the contract. [Article 24, Section 24.13](#) outlines stipends paid outside of the school year.

Technology Computer and Network Use Policy

Full disclosure and understanding in the partnership between parents, students, staff, and volunteers with regard to District technology and its use are essential. Please review [Board policy 6:235](#) for the full policy.

Telephone Reference Check

As part of the hiring process, a Telephone Reference Check must be completed on all new hires. The form in [Board policy 5:30-E2](#) should be completed and forwarded with any additional information to Human Resources. This form is also found on [page 330](#) in the Forms section in the back of this handbook. Be sure to have applicants sign the [Authorization to Release Information](#) form before checking references.

Testing and Assessment

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. [Board policy 6:340](#) reviews the testing and assessment within our district. A copy of the 2019-2020 Testing and Assessment calendar is located in on [page 352](#) in the addendum in the back of this handbook.

Theft, Building Damage or Vehicle Accident Report

[Board policy 4:170](#) reviews all of our safety policies. Contained within this policy are a number of forms for reporting or documenting incidents that occur. The report found in the [Administrative procedure exhibits 4:170-E2](#) needs to be completed for theft, building damage or vehicle accident reporting. This form is also found on [page 329](#) in the Forms section in the back of this handbook.

Threat Assessment

The Threat Assessment Decision Tree found in [Administrative procedure exhibits 4:170-AP7, E1](#) is a great reference resource when assessing and responding to a preserved threat. If the threat was made by a student, your buildings Threat Assessment team should complete a Threat Assessment Documentation and Response form. A sample form can be found on [page 336](#) in the back of this handbook or in [Administrative procedure exhibit 4:170-AP7, E2](#).

Title I Checklists

[Board policy 6:170](#) give a brief overview of Title I Programs and services. [Administrative procedure 6:170-AP1](#) reviews the checklist for development, implementation, and Maintenance of Parent and Family Engagement Compacts. The full checklist can be found in [exhibit 6:170-AP1, E2](#). The State of Illinois has a [Checklist for Building Capacity of School Staff](#) that lists required components that every Title I school must complete two or more time a semester. A copy of this checklist can be found on [page 150](#) in the forms section at the back of this handbook. Title I programs are also explained in the [2019-2020 Handbook](#) in Section 2-36 on page 48.

Title I School-Level Parent- Family Engagement Compact

The Illinois State Board of Education has a quick question and answer sheet that gives a very basic overview of [Title I School Wide I Plan](#). Additionally, the [Grants Schoolwide Programs](#) offers more information explaining what a Schoolwide program is and who is eligible. Kankakee School district #111 is a Title I Schoolwide District. Our Parent Compact is found in our [District Parent & Student Handbook](#). ESSA places a strong emphasis on the need for parent and family involvement in our schools. ISBE has created this overview covering the requirements of [Parent and Family Engagement](#) in Title I schools. The Illinois State Board of Education provides a [School Parent Compact Checklist](#) and a [Checklist for Distribution](#). A copy of the checklist can be found on [page 441](#) in the addendum of this book and the check list can be found on [page 159](#) in the forms section in the back of this handbook

Transportation

Board policy 4:110 aligns with School Code and state law by providing free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, criminal gang activity safety hazard, and adequate public transportation is not available.

Routing for busing is done electronically through Skyward so it is imperative that data is entered correctly. It takes 3-5 days to route a student. All buildings should communicate directly with the Director of Transportation at x7740 and not call the bus company.

Travel Stipends

[Board policy 5:32](#) states that employees that are required to regularly travel between buildings within the District will receive one stipend per semester. At the beginning of each semester, employees are required to fill out a Google Form declaring that they believe that they are eligible for the travel stipend. *Applications should then be approved by their supervisor.* Employees may turn in logs or mileage reimbursement for travel that is not between District buildings. There is no language in union contracts that supersedes this board policy.

Truancy Procedures

Truancy procedures for the 2019-2020 school year can be found on [page 472](#) in the addendum at the back of this handbook.

Unsatisfactory Performance Reports for Substitute Teachers

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board and defined in [Board policy 5:220](#). Occasionally we come across a substitute teacher who is not up for the task. When that happens, the building principal must complete the Unsatisfactory Performance Report for

Substitute Teachers found in the [Administrative procedure 5:220-E](#) and on [page 341](#) in the Forms section in the back of this handbook.

Using Animals in Education

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. For a full outline please see [Board Policy 6:100](#). An application must be approved before and animal may be brought into the school. This application can be found in our [Board Policy 6:100-E](#) or on [page 191](#) in the back of this handbook. Once the application has been approved, permission from the parents of students exposed to this animal must be obtained. Please use the Student Permission for Exposure to Animal(s) form found in our [Board Policy 6:100-E2](#) or on [page 324](#) in the Forms section in the back of this handbook.

Video Surveillance

[Board policy 8:35](#) authorizes the use of video cameras on district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. Viewing of these videos is restricted. See [Administrative policy 8:35-R](#) for details.

Building & Management

Advertisement and Distributing Material in Schools

No material or literature shall be posted or distributed that would: (1) disrupt the educational process, (2) violate the rights or invade the privacy of others, (3) infringe on a trademark or copyright, or (4) be defamatory, obscene, vulgar, or indecent. No material, literature, or advertisement shall be posted or distributed without advance approval as described in [Board policy 8:25](#). [Administrative procedure 8:25-AP](#) contains a quick reference table to use when determining who approves the distribution of non-district materials in our buildings.

Building Rental

School facilities are available to community organizations during non-school hours when such use does not: (1) interfere with any school function or affect the safety of students or employees, or (2) affect the property or liability of the School District. The use of school facilities for school purposes has precedence over all other uses. The District reserves the right to cancel previously scheduled use of facilities by community organizations and other groups. The use of school facilities requires the prior approval of the Superintendent or designee and is subject to applicable procedures.

A Facility Rental Application can be found in [Board policy 8:20-E1](#). In addition to the application the Facility Rental Agreement for Use of School Facilities must be completed. This agreement can be found in [Board policy 8:20-E2](#). Person or organizations renting school facilities must also provide a Certificate of Liability Insurance. A sample of this can be found in [Board policy 8:20-E2 Attachment](#). Copies of the forms listed above can also be found on [page 181](#) and [page 184](#) in the forms section in the back of this handbook.

Energy Conservation

The Board of Education of Kankakee School District No. 111 believes it is the joint responsibility of Board members, staff, and students to ensure that every effort is made to conserve energy and natural resources in order to preserve the environment and exercise sound financial management. [Board policy 4:75](#) address energy efficiency within our district. [Administrative procedure 4:75-AP](#) offers addition tips to achieve energy conservation.

Gifts to Your Building or District

Kankakee School District #111 has rules and regulations regarding gifts received by your building or the district from educational foundations, other entities or individuals. Please see [Board policy 8:80](#) for the full policy. Additionally, [administrative procedure to Board policy 8:80AP](#) further explains stipulations to consider when receiving a gift to the district or your building.

Help Desk Request

All requests for maintenance and technology assistance are handled through our district Help Desk. Each district computer has a “Help Desk” icon. If you’re not using a district computer you can access the program through our district webpage. Simply click on staff and scroll down and click on the Think Help Desk at the bottom of the list. This will open up a window that allows you to request assistance from our maintenance department, technology staff or learning partners.

Pest Control

[Board policy 4:160](#) and [Administrative procedure 4:160-AP](#) reaffirms that the Superintendent shall take all reasonable measures to protect: (1) the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials and (2) the environmental quality of the District’s buildings and grounds. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/.

Public Relations and Communications

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. [Board policy 8:10](#) explains the plan in which the Superintendent or designee shall plan, implement and evaluate our District public relations program. If further outlines items the program should include.

Purchases and Contracts

The Superintendent shall manage the District’s purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable School Board policies. [Board policy 4:60](#) states that expenditure in excess of \$25,000 must comply with state law and be approved by our Board of Education. Please review this policy for additional information. [Administrative procedure 4:60-API](#) provides requirements for purchase and contracts.

Student Use of Buildings

[Board policy 7:330](#) states that student groups or clubs that are not school sponsored are granted free use of school premises for a meeting or series of meetings if they meet the conditions listed within the policy. [Administrative procedure 7:330-AP](#) gives additional information and instructions for handling this request. A copy of this form is also on [page 146](#) in the back of this handbook.

Theft, Building Damage or Vehicle Accident Report

[Board policy 4:170](#) reviews all of our safety policies. Contained within this policy are a number of forms for reporting or documenting incidents that occur. The report found in the [Administrative procedure exhibits 4:170-E2](#) needs to be completed for theft, building damage or vehicle accident reporting. This form is also found on [page 329](#) in the Forms section in the back of this handbook.

Video Surveillance

[Board policy 8:35](#) authorizes the use of video cameras on district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. Viewing of these videos is restricted. See [Administrative policy 8:35-R](#) for details.

Curriculum & Instruction

The Kankakee School District is totally committed to providing quality educational opportunities designed to meet the diverse academic, physical, social, and vocational needs of all of our students. We strive to establish a supportive learning environment in which students acquire the knowledge and skills necessary for a productive life in the 21st Century, develop a healthy self-image and positive social behaviors, and appreciate ethnic and cultural differences. To achieve this purpose, teachers, administrators, the Board of Education, parents, and students must work together to build an educational program which matches community expectations and available resources with the responsibility for developing enthusiastic life-long learners capable of meeting and solving society's problems. [Board policy 6:10](#)

Accelerated Placement Program

The District provides an [Accelerated Placement Program](#) (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades. [Board policy 6:135](#) goes on to list options available and implementation requirements. [Administrative procedure 6:125-AP](#) reviews placement criteria and definitions, parent notifications, the referral and evaluation process and how eligibility is determined. Kankakee School District is workshop with Equal Opportunity School to increase enrolment in our AP classes and support our students' academic success. For more information visits <https://eoschools.org/>.

Assessment Calendars

Assessments provide the data used to guide instruction. Each year Instructional Programs creates an [Assessment Calendar](#) that give the dates and grade levels of assessments and testing that are given to Kankakee School District students. A copy of the 2019-2020 Assessment Calendar can be found in on [page 352](#) the addendum at the back of this handbook.

Computer Software Procedures

Software Procedures for Kankakee School District #111 can be found in [Board Policy 6:235-AP2](#). Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) or on [page 166](#) in the forms section at the back of this handbook.

Conference Request Instructions

Any staff member requesting to attend a workshop or conference not planned by Kankakee School District #111 must complete a conference request form. The staff member must attach a registration form and have the request approved by their building principal or supervisor. Upon approval they should enter the absence in Skyward and forward the form to Instructional Programs. Full instructions can be found on [page 370](#) in the addendum and copy of this form on [page 165](#) in forms section at the back of this handbook.

Copyright

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and School Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright. Please refer to the full [Board Policy 5:170 and 5:170-API](#) when considering the use of copyrighted material. Administrative Procedure [5:170-AP2](#) has been developed to outline the steps to follow in obtain permission of copyrighted material and can be found on [page 285](#).

Curriculum and Technology Proposal Form

To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and finance related implications of all proposals. To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and finance related implications of all proposals. Please see the form in our [Board Policy 6:325-E5](#) or on [page 166](#) in the forms section in the back of this handbook.

Curriculum Content

Kankakee School District curriculum shall contain instruction on subjects required by the State of Illinois statute or regulation. For a full list of curriculum content see [Board Policy 6:60](#). An explanation of Instructional Materials is also available to parents on page 38 of the [2019-2020 Handbook](#).

Curriculum Development

[Board policy 6:40](#) reviews the adoption process and development of curriculum as well as experimental education programs and pilot projects within the district.

Data Team Leaders

Data teams are a collaborative “response to instruction”. In a recent presentation, ISBE explained that Data Teams “create a consistent and comprehensive framework for improvement planning that translates from district to school to classroom to individual students”. Each building should have a Data Teams that should meet in short-cycle sessions. Please see [page 373](#) in the addendum # at the back of this handbook for the full ICLE Data Team description.

District Website Publishing Guidelines

Kankakee School District provides a public Internet presence through the District website to share information with the community. All material published on the District website must have educational value and/or support the District's goals and policies. All material submitted is subject to treatment as a District-sponsored publication. The District reserves the right to remove any material that is in violation of its policy or procedures. Please refer to the administrative procedures in [Board Policy 6:235-AP](#) for a full overview of Kankakee school District guidelines.

English Language Learners

The District offers opportunities for resident English Learners to achieve at high levels in subjects and to meet the same challenging State academic standards that all children are expected to meet. [Board policy 6:160](#) reviews the criteria for Kankakee School Districts ESL Program.

Family Life and Sex Education Classes

The major educational areas of the District's comprehensive health education program are described in [Board policy 6:60-AP](#). Parents must be notified that their student is enrolled in Family Life and/or Sex Education classes. The letter in [Board policy 6:60-E](#) should be sent prior to the start of instruction. Should a parent wish to examine the instructional materials please have them complete [Board policy form 6:60-E3](#). Both this letter and request form can be found on [page 253](#) and [page 283](#) in the forms section in the back of this handbook.

Field Trip Guide Lines and Permission/Waiver Form

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives. [Board policy 6:240](#) states that all field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts and liability concerns. Guidelines for all field trips can be found in [Board policy 6:240-AP](#). The Field Trip Permission and Waiver form in [Board policy 6:240-E](#) is now include on Skyward as part of the registration process. A copy of this form is also included in the Forms section on [page 187](#) in the back of this handbook. **Field trips must be entered and approved by the building administrator in Trip Tracker at least 10 days prior to a field trip.** Sack lunch requests must be completed and turned into the head cook in your building 14 days prior to the field trip. A copy of this form can be found on [page 294](#) in the forms section in the back of this handbook.

Board approval is needed for any field trips requiring an overnight stay. See [Board policy 6:240-R](#) for the complete procedure guidelines for an overnight stay.

Gifted Program

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. [Board policy 6:130](#) discusses eligibility and monitoring this program. [Administrative procedure 6:130-AP](#) covers what should be included in a program for Gifted and Talented Students. Every school year beginning in December, all second grade students are testing for the gifted program. A permission slip is included in the registration process for all incoming second grade students. If a parent wishes to have their child tested to see if they qualify for the Gifted and Talent Program they should complete a [Request for Gifted Testing](#) form to the Director of District Improvement. [Permission slips](#) are needed for any student, other than second grade students, being re-tested or tested for the first time. A copy of this permission slip can be found on [page 190](#) in the back of this handbook.

Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to parents/guardians. The system shall also determine when promotion and graduation requirements are met. [Board policy 6:280](#) reviews the requirements and exceptions. [Administrative procedure 6:280-AP](#) reviews the frequency of reporting grades to parents as well as suggested methods used for parent communication. Weighted Grades will be used to determine the honor roll, and academic awards, as well as rank in class. [Administrative procedure 6:290-AP4](#) reviews procedures and classes that qualify for weighted grades.

High School Graduation Policy

Kankakee School District #111 graduation policy is covered in [Board policy 6:30](#) that aligns with School Code. If a student wishes to graduate early, [Administrative procedure 6:300-AP](#) covers steps that need to be taken and necessary requirements met for a student to graduate early. A full list of courses/credits need for graduation can be found in [Administrative procedure 6:300-API](#).

Men and women who left high school to serve in the military during WWII, the Korean Conflict or the Vietnam Conflict are eligible to receive their high school diploma. The application found in [Administrative procedure 6:300-E1](#) must be completed and turned into the Superintendent of Schools. A copy of this form is available on [page 141](#) in the Forms section in the back of this handbook.

High School Credit for Students in 7th or 8th Grades

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma when: the course is offered by the high school that the elementary student would attend. [Board policy 6:315](#) states the specific criteria that must be met. A student who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit for the course.

High School Credit for Proficiency

A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. [Board policy 6:320](#) covers instances when a proficiency credit may be given.

High School Senior Attending KSD When Parents Move

Kankakee School District does not currently have a Board policy regarding high school seniors whose families moved during their junior year or the summer between their junior and senior year and the student wishes to graduate from Kankakee High School. Past practice has been that we follow [IHSA Constitution, Section 3.034.2](#) that allows students **in good standing** who have attended on school their entire school career to continue their education in said school. The full policy is included on [page 423](#) in the addendum on of this handbook.

Home & Hospital Education

A student who is absent from school or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. [Board policy 6:15](#) reviews the eligibility criteria a student must meet to qualify. This policy also covers students who are unable to attend classes due to pregnancy.

Homeless Student Education

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. [Board policy 6:140](#) defines a homeless child and reviews attendance practices. [Administrative procedure 6:140-AP](#) covers transportation, student designate, homeless liaison, school placement and principal's duties. A copy of the Homeless Education Form is on [page 195](#) and letter when a student is living with a district resident is available on [page 224](#) in the Forms section in the back of this handbook.

Homeschool

[Board policy 7:35](#) lists the instances when Kankakee School District #111 will enroll, on a part- or full-time basis, students who previously attended or currently attend a home school program. All homeschool records are handled through the local Regional Office of Education. For more information, please see the ISBE Home School FAQ found on [page 430](#) in the addendum in the back of this handbook.

Homework Policy

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. [Board policy 6:290](#) provides guidance for homework requirements. [Administrative policy 6:280-AP3](#) defines homework, clarifies its purpose and explains the use of grading homework.

How to use Title I

[Board policy 6:170](#) gives a brief overview of Title I Programs and services. The Illinois State Board of Education has a [Title I District Plan User Guide](#) available for review. Title I programs are also explained in the 2019-2020 Handbook in Section 2-36 on page 48. When using Title I funds to pay for meetings or curriculum writing after the school day, a Title I Curriculum Design Justification Form must be submitted to Instructional Programs and approved by the Assistant Superintendent of Curriculum. A copy of this form can be found on [page 340](#) in the Form section at the back of this handbook.

Instructional Coaching Team-Well-check

The 10-point Instructional Coaching Team Well-Check located on [page 424](#) in the addendum of this handbook, will help you take stock of your current coaching team practice.

Instruction – Non-negotiable

Activate question, exploring and thinking freely are non-negotiable in instruction. The following expectations apply to ALL students: general education student with disabilities, students who have need for English language learning supports, behavioral supports and students who are struggling because of traumatic experiences regardless of race, gender or economic background.

- Majority instruction Student-Centered, Teacher Activated
 - Secondary School Teachers – limited lecturing
 - Limited whole group instruction
- Only non-traditional classroom seating during instruction
- Defined Learning Activities will be completed quarterly or more
- Students will have access to their own data (behavioral and academic), will understand their learning targets and develop personalized goals
- Teachers will use multiple assessments (evidence) to determine mastery towards priority skills and competencies
- CHAMPS will be taught to students and will be consistently used with fidelity.
- Each day students will be made aware (visuals) of the concepts for learning and how they connect to real world situations.
- Restorative practices will be used in all classrooms
- Teachers will model and teach prosocial skills in the classroom
- Teachers will maintain open lines of communications with families

Instructional Materials and Computer Programs Development within the Scope of Employment

Curriculum, presentations, trainings, websites and other instructional material designed and/or written by an employee of Kankakee School District #111 within the scope of District employment are works made for hire and belong to the District. For the full definition please see [Board policy 5:170-AP3](#).

Intervention Evaluation Flowchart

The Intervention and Evaluation Flowchart located on [page 428](#) in the addendum, helps to determine if the individual interventions are working and to improve the use of data to successfully implement interventions.

KIDS Assessment

The Illinois State Board of Education explains that the Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. Additional information on the [KIDS Assessment](#) can be found on the Illinois State Board of Education Website.

Maintaining Student Discipline

The goals and objectives of [Board policy 7:190](#) 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.

[Administrative procedure 7:190-AP7](#) contained within this policy reviews the guidelines to improve school discipline.

Micro-credentialing

Kankakee School District #111 believes that successful growth is accomplished when the culture of the school supports the day to day learning of educators engaged in continually perfecting their craft. Since it is imperative that we align our learning opportunities to the District Goals, the District has developed a micro-credential program using Performance Matters. Please see the information sheet on [page 439](#) in the addendum for more information on this new professional development initiative.

Migrant Students

Kankakee School District has a program for our migrant students. When a migrant student is identified, we assess their educational and related health and social needs. [Board policy 6:145](#) identifies services to be included to both the migrant student and their parents.

Parent & Family Engagement

[Board policy 8:95](#) was written to assure collaborative relationships between students' families and the Board of Education and District personnel, and to enable parent(s)/guardian(s) to become active partners in education. The full policy list procedures to follow. The School Parent & Family Engagement Policy/Plan Checklist found on [page 157](#) in the Forms section at the back of this handbook provides a complete checklist for executing and event that complies with our Title I grant.

Placement of Non-public School Students transferring into the District

[Administration procedure 7:40-AP](#) covers all the steps to be taken when placing a non-public school or homeschool student who is transferring into our District.

Report Card and Progress Report Calendar

At the start of each school year Information Systems works with Instructional Programs to develop a Report Card and Progress Report Calendar. This calendar is forwarded to all building administrators and should be shared with staff. A copy of this calendar for the 2019-2020 school year can be found on [page 449](#) in addendum of this handbook.

Sample ILT Meeting Template

A sample of Kankakee School Districts ILT Meeting Template is available on [page 198](#) in the Forms section in the back of this handbook.

Sign-in Sheets for Stipends and CPDUs

Any meeting, training or professional development in which you staff should receive stipends or your requesting CPDUs must use the sign in sheet provided by Instructional Program. A copy of the sign in sheet is located on [page 314](#) in the Forms section at the back of this handbook.

Social and Emotional Learning

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards as described in [Board policy 6:65](#).

Staff Development Plan

[Board policy 5:100](#) states that the Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. [Administrative procedure 5:100-AP](#) discusses the implementation of the Staff Development Plan.

Student Hearing Instructions

All hearings are handled by the Instructional Programs Office. Hearing can be requested by parents to review suspensions as explained in [Board policy 7:200](#). The purpose of this is general to come to agreeable resolution to remove the suspension from the student's record or to challenge the administration's decision to suspend a student for their actions. Only the Superintendent can ask the Board of Education to consider expelling a student. All information must be forwarded to the Superintendent's office for review. If actions warrant a possible expulsion she will forward the information to the Hearing Officer. A hearing or finding of facts must be scheduled and proper written notice given to parents. [Board policy 7:210](#) states the steps taken for any expulsion hearing. [Page 418](#) in the Addendum contains a full instruction sheet for submitting information and scheduling an expulsion hearing and [page 458](#) contains instructions and a checklist for a suspension hearing. A Notice of Expulsion Hearing can be found in the [Administrative procedures 7:210-E1](#).

Student Records Policy

School student records are confidential. [Board policy 7:340](#) states that information from them 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 identified individually that is maintained by a school or at its direction by a school employee. [Administrative procedure 7:340-AP1](#) defines terms and explains procedures. [Administrative procedure 7:340-AP2](#) lists controlling statutes such as keeping student records for 60 years. [Administrative procedure 7:340-AP1, E1](#) explains that when a student enrolls or transfers to the school, the school must notify the student and the parent/guardian of their rights concerning school student records. When a student is withdrawn, transferring or graduating for our district, student and parents/guardians must be provided with a destruction of school records schedule. A sample letter can be found in [Administrative procedure 7:340-AP2, E1](#) or on [page 219](#) in the back of this handbook.

Student Suspension

Procedures for student suspensions are outlined in [Board policy 7:20](#). This policy discusses both in-school and out-of-school suspensions. Anytime a student is suspended out-of-school a Short Term or Long Term Out-of-School Suspension form needs to be completed in Skyward. A sample of each form is included in the forms section of this handbook. Short term suspension is on [page 312](#) and long-term suspension is found on [page 239](#).

Student Transcript

If a current student or past student have access to a debit or credit card, transcript(s) may be ordered on the website www.parchment.com. There is a \$3.15 fee per transcript. An email address is required to register with www.parchment.com. The student's transcript will be sent electronically to the email address. If a current student or past student owes fees an unofficial transcript will be sent. Seniors will receive unofficial transcripts until a graduation date is provided. There is a 24-hour turnaround requirement.

If a current student or past student does not have access to a debit or credit card, they may contact Instructional Programs at 815.802.7725 or request a copy of their transcript(s) at Lincoln Cultural Center, room 216 by completing the necessary paperwork. The cost is \$2.00 per transcript along with the 24-hour turnaround requirement.

Teaching about Controversial Issues

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program met the criteria outlined in [Board policy 6:80](#).

Teaching about Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. [Board policy 6:70](#) covers what can and cannot be discussed when teaching about religions.

Technology Computer and Network Use Policy

Full disclosure and understanding in the partnership between parents, students, staff, and volunteers with regard to District technology and its use are essential. Please review [Board policy 6:235](#) for the full policy.

Testing and Assessment

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. [Board policy 6:340](#) reviews the testing and assessment within our district. A copy of the 2019-2020 Testing and Assessment calendar is located in on [page 352](#) in the addendum in the back of this handbook.

Title I School-Level Parent- Family Engagement Compact

The Illinois State Board of Education has a quick question and answer sheet that gives a very basic overview of [Title I School Wide I Plan](#). Additionally, the [Grants Schoolwide Programs](#) offers more information explaining what a Schoolwide program is and who is eligible. Kankakee School district #111 is a Title I Schoolwide District. Our Parent Compact is found in our [District Parent & Student Handbook](#). ESSA places a strong emphasis on the need for parent and family

involvement in our schools. ISBE has created this overview covering the requirements of [Parent and Family Engagement](#) in Title I schools. The Illinois State Board of Education provides a [School Parent Compact Checklist](#) and a [Checklist for Distribution](#). A copy of the checklist can be found on [page 441](#) in the addendum of this book and the check list can be found on [page 159](#) in the forms section in the back of this handbook.

Using Animals in Education

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. For a full outline please see [Board Policy 6:100](#). An application must be approved before and animal may be brought into the school. This application can be found in our [Board Policy 6:100-E](#) or on [page 191](#) in the back of this handbook. Once the application has been approved, permission from the parents of students exposed to this animal must be obtained. Please use the Student Permission for Exposure to Animal(s) form found in our [Board Policy 6:100-E2](#) or on [page 324](#) in the Forms section in the back of this handbook.

Employee Information

504 Plans

The **504 Plan** is a **plan** developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Section 504 of the Rehabilitation Act is explained in our 2019-2020 district handbook in section 2-29 on age 32. [Board Policy 6:120](#) offers further information including [6:12AP1 Notice to Parents/Guardians Regarding 504 Rights](#).

Abused and Neglected Child Reporting

All Kankakee School District #111 faculty members are Mandated Reporters. Training videos for this are provided through GCN and reviewed regularly as part of the annual training process. The full board policy and instructions on how to proceed sure child abuse or neglect be suspected can be found in [Board Policy 5:90](#).

Accelerated Placement Program

The District provides an [Accelerated Placement Program](#) (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades. [Board policy 6:135](#) goes on to list options available and implementation requirements. [Administrative procedure 6:125-AP](#) reviews placement criteria and definitions, parent notifications, the referral and evaluation process and how eligibility is determined.

Aggressive Behavior Reporting Letter and Form

Aggressive Behavior needs to be reported to a student's parent or guardian as well as document within the students file. [Board Policy 7:190-E1](#) was created to assist you in this task. The letter can be found in the on [page 126](#).

Animals in Education

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. For a full outline please see [Board Policy 6:100](#). An application must be approved before and animal may be brought into the school. This application can be found in our [Board Policy 6:100-E](#) or on [Page191](#) in the forms section at the back of this handbook. Once the application has been approved, permission from the parents of students exposed to this animal must be obtained. Please use the Student Permission for Exposure to Animal(s) form found in our [Board Policy 6:100-E2](#) or on [page 324](#) in the forms section in the back of this handbook.

Assembles and Ceremonies

Assemblies must be approved by Superintendents or designee and be consistent with the District's educational objectives. See [Board Policy 6:255](#).

Assessment Calendars

Assessments provide the data used to guide instruction. Each year Instructional Programs creates an [Assessment Calendar](#) that give the dates and grade levels of assessments and testing that are given to Kankakee School District students. A copy of the 2019-2020 Assessment Calendar can be found on [page 352](#) in the addendum at the back of this handbook.

At Risk Students

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. Please see [Board Policy 6:110](#) for a full list of support services and interventions you should offer at risk students. At-Risk students are also addressed in the [2019-2020 Handbook](#) under *2-24 Programs for Students at Risk of Failure and/or Dropping Out of School and Graduation Incentives Program* on page 28.

Attendance – E-Learning

E learning days allow students be counted as present for school if they meet certain criteria. Students can learn anywhere and at any time.

GRADES K thru 6

5. Students are considered present for each E- Learning day.
6. Students K thru 6 have up to two weeks from the date of the E-Learning Day to turn in their work and continue with a clear day of attendance.
7. Teachers at the end of the two-week period will mark the student absent if the packets have not been turned in.
8. If a child participated in E-Learning you do nothing to their attendance record. You leave it blank the same as if they were in the building on that particular school day.

GRADES 7 thru 12

4. Students in grade 7 thru 12 must log into Google classroom by 10:30 am. to be considered present.
5. If a student does not comply with this procedure, the teacher is to mark the student W (unexcused).
6. 7-12th grade if students do not sufficiently complete evidence of work after the 10:30 check in - they have up to 14 days to turn the work in or they will be marked unexcused.

Attendance & Truancy Procedures

Illinois law defines “chronic absentee” as a student who misses 10 percent of school days within an academic year **with or without a valid excuse**. That’s 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

Illinois law defines “chronic truant” as a student who misses 5 percent of school days within an academic year without a valid excuse. That’s nine days of an average 180-day school year. The count of chronically truant students does not include students with **excused absences**, such as doctors’ appointments or students over the age of 16, who are not legally required to attend school. Chronic truants are at risk of academic and behavioral problems. Research shows that chronic truancy has been linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults.

Truancy Reports for I-KAN and Attendance Secretaries:

6. A report for each building has been created for IKAN Truancy Officers and attendance secretaries. The grade level secretaries at the HS will receive the reports.
7. It can be found by going to : Office/Attendance Reports/Day Summary/Truancy Report
8. These reports have been automated and will run as a scheduled task. Grades K through 8 will get their reports in the morning via email. KHS and Avis will get their reports in the afternoon.
9. This report should be reviewed for inconsistencies. The appropriate corrections should be made to the student’s day attendance if there are errors or missing codes.
10. Next year you will have to clone the report created and update it for the New Year. I will assist you as needed.

The full district policy and procedures on Attendance and Truancy can be found in [Board Policy 7:70](#). Administrative procedures are outlined in [Board Policy 7:70-AP1](#). Non-attendance and Late Enrollment are covered in [Board Policy 7:70-AP2](#). When a student is absence on and extended vacation, please refer to [Board Policy 7:70-R3](#) for procedures.

Attendance and Truancy is fully covered in our [2019-2020 Handbook](#) under section 2-7 *Attendance, Tardies and Truancy* beginning on page 14.

Chain of Command

Kankakee School District #111 Chain of Command is described in [Board Policy 3:30](#). For a full flowchart, please see the [page 357](#) in the addendum.

CIPS

The Crisis Intervention Programing Stabilization (CIPS) program provides a streamlined placement process. The Alternative Program Referral form can be found on [page 133](#) at the back of this handbook.

Community Resource Persons and Volunteers

While the School Board encourages the use of resource persons and volunteers in schools, the administration must follow board protocol. See the full [Board Policy 6:250](#) for the complete policy. The Administrative Procedures, [Board Policy 6:250-AP](#) outlines the screening process needed to vet resource persons and volunteer. Once cleared, resource persons or volunteers should complete for [6:250-E](#) prior to engaging students. This form can be found on [page 286](#).

Complaints about Curriculum, Instructional Materials or Programs

Persons with suggestions or complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and/or use the Uniform Grievance Procedure ([Board Policy 2:260](#)). A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form found in [Board Policy 6:260-E](#) or on [page 169](#). Information is also found in the [2019-2020 Student Handbook](#) under section 2-30 *Student and Family Privacy Rights* on page 37.

Computer Hardware Procedures

The full Board Policy [6:235-AP1](#) outlines Kankakee School District #111 procedures regarding all aspects of technology hardware. Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Computer Software Procedures

Software Procedures for Kankakee School District #111 can be found in [Board Policy 6:235-AP2](#). Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Conference Request Instructions

Any staff member requesting to attend a workshop or conference not planned by Kankakee School District #111 must complete a conference request form. A copy of this form can be found on [page 165](#). The staff member must attach a registration form and have the request approved by their building principal or supervisor. Upon approval they should enter the absence in Skyward and forward the form to Instructional Programs. Full instructions and copy of this form are found in on [page 371](#) in the addendum.

Continuing Education

Continuing Education is covered in the Teachers Union Contract under [Article 24, 24.1 Course Credit](#). For salary credit only, approval in writing must be obtained as explained in this article.

Paraprofessional may be eligible for tuition reimbursement for course taken within the field of education as described in [Article 7.14](#) of the Paraprofessional Contract.

A pool of \$5,000 has been provided for continuing education for the clerical union body as outlined in [Article 6.15](#) of the Clerical Union Contract. As explained, courses must be preapproved prior to the start of the course.

Copyright

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and School Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright. Please refer to the full [Board Policy 5:170 and 5:170-API](#) when considering the use of copyrighted material. Administrative Procedure [5:170-AP2](#) has been developed to outline the steps to follow in obtain permission of copyrighted material and can be found on [page 285](#).

Curriculum and Technology Proposal Form

To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and finance related implications of all proposals. To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and finance related implications of all proposals. Please see the form in our [Board Policy 6:325-E5](#) or on [page 166](#) in the back of this handbook.

Curriculum Content

Kankakee School District curriculum shall contain instruction on subjects required by the State of Illinois statute or regulation. For a full list of curriculum content see [Board Policy 6:60](#). A [Curriculum Folder](#) has been created in google for all administrators to view. The folder contains important information regarding curriculum and instruction. An explanation of Instructional Materials is also available to parents on page 38 of the 2019-2020 Handbook.

Data Team Leaders

Data teams are a collaborative “response to instruction”. In a recent presentation, ISBE explained that Data Teams “create a consistent and comprehensive framework for improvement planning that translates from district to school to classroom to individual students”. Each building should have a Data Teams that should meet in short-cycle sessions. Please see [page 373](#) in the addendum at the back of this handbook for the full ICLE Data Team description.

District Website Publishing Guidelines

Kankakee School District provides a public Internet presence through the District website to share information with the community. All material published on the District website must have educational value and/or support the District's goals and policies. All material submitted is subject to treatment as a District-sponsored publication. The District reserves the right to remove any material that is in violation of its policy or procedures. Please refer to the administrative procedures in [Board Policy 6:235-AP](#) for a full overview of Kankakee school District guidelines.

Drug & Alcohol-Free Workplace

All Kankakee School District workplaces are drug and alcohol free workplaces. This includes use of tobacco products while on school property or while an employee is performing work for the District at a school event regardless of the event's location. Please refer to Board Policy 5:50 for a complete explanation.

E-mail Retention

Email, including attachments that are sent or received by the District or District employees may be, depending on their content, subject to disclosure under the Freedom of Information Act and/or discovery in litigation as evidence in support of a claim. Employees must use the same standards of judgment, propriety, and ethics with email as they do with other forms of school business-related communications. Accordingly, employees have the same responsibilities for email messages as they do for any other communication. Please see the full [Board Policy 5:130](#) on the Responsibilities Concerning Internal Information and the [Administrative Procedure 5:130-AP](#).

Emergency Drill

The School Safety Drill Act (105 ILCS 128/, amended by P.A. 98-48) and any implementing State administrative rules shall supersede this procedure in the event of a conflict. The Building Principal shall keep the Superintendent or designee informed of when drills are scheduled and/or accomplished. ISBE's fillable form for documenting the completion of minimum drill requirements may be used (see www.isbe.state.il.us/safety/pdf/91-02_school_drill_documentation.pdf). Each academic year, each school building that houses students must conduct a minimum of:

- Three school evacuation drills.
- One school bus evaluation drill.
- One severe weather and shelter in place drill
- One law enforcement drill

For a full description of each drill please refer to the Administrative Procedure in [Board Policy 4:170-API](#).

Emergency Evacuation

Each should have a Safety Team that gathers annually to review the schools Emergency Evacuation Plan. Please refer to [Board Policy 4:170-AP](#) letter G for more information regarding emergency evacuations.

Employee Absences and Tracking

[Board Policy 5:330](#) clearly outlines sick, vacation, holidays and leaver for employees. [Board Policy 5:180](#) further explains temporary illness and absence from work.

Employee Compliance

In accordance with the Fair Labor Standards Act, Kankakee School District follows [Board Policy 5:35](#) when reviewing employee compliance, compensation, overtime, etc. A list of exemptions can be found in administrative [Board Policy 5:35-AP1](#). A twelve step compliance check list is available in the administrative procedure [Board Policy 5:35-AP4](#).

Employee Drug and Alcohol Free Workplace

All District workplaces are drug- and alcohol-free workplaces. [Board policy 5:50](#) lists forbidden actions relating to drugs and alcohol. It further explains that all employees are covered by the conduct prohibitions contained in [Board policy 8:30](#) Visitors to and Conduct on School Property.

Employee Ethics

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. [Board policy 5:120](#) covers conduct and conflict of interest in regards to employee ethics. [Administrative procedure 5:120-AP](#) reviews economic interest for employees while [Administrative procedure 5:120-AP2](#) covers employee conduct standards.

Employee Expense Reimbursement

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. According to [Board Policy 5:60](#), employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense reimbursements that show the following:

1. The amount of the actual expense, with attached itemized receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense reimbursement was expended.

4. The nature of the official business conducted when the expense advancement, reimbursement was expended.

The district allows up to \$40.00 per day for meals. If you are only eating one meal out the meals are prorated at the rate of \$10.00 for breakfast, \$15.00 for lunch and \$25.00 for supper. For a full guideline of what is cover please refer to the Reimbursement Expectation sheet on [page 448](#) in the addendum of this handbook.

Expenses should be submitted for reimbursement through Skyward Finance System. Please see [page 453](#) in the appendix *Approved Expenses Reimbursement How to Guide* in the back of this handbook for complete instructions on submitting expenses.

Employee Harassment

[Board Policy 5:20](#) reaffirms that the School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in [Board policy 5:10](#), Equal Employment Opportunity and Minority Recruitment. Harassment of students, including, but not limited to, sexual harassment, is prohibited by [Board policy 7:20](#), Harassment of Students Prohibited.

Should harassment occur, please the administrative procedures in [Board policy 5:20-AP](#) and forms [5:20-E](#) for investigation and documentation. This form is also located on [page 311](#).

Employee Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies. [Board Policy 5:40](#)

An employee with a communicable or chronic infectious disease is encouraged to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. Administrative procedures found in [Board policy 5:40-AP](#) should be used once the administrative team has been notified.

Employee Non-exempt Volunteer Agreement

Non-exempt employees who volunteer for district committees or at district functions need to complete the *Volunteer Agreement Executed by a Non-Exempt Employee* prior to the meeting or event. This form can be found on [page 344](#) in the forms section of this hand book or in the administrative procedures for [Board policy 5:35-E](#).

Employee Resignation and Retirement

Tenured teachers may resign at any time with consent of the School Board or by written notice sent to the Board Secretary at least 30 days before the intended date of resignation. [Board Policy 5:210](#) states, no teacher, whether tenured or probationary, may resign during the school term in order to accept another teaching position without the consent of the Board.

Employee Suspension

The School Board may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District.

[Board policy 5:240](#) allows the Board or Superintendent or designee to suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

For a list of infractions constituting suspension of an employee with or without pay, please refer to the administrative procedure of [Board policy 5:240-AP](#).

Employee Termination and Suspensions

Please refer to [Board Policy 5:290](#) for all questions relating to employee termination and suspension. If you do not feel this policy answers your questions, please contact Human Resources.

Employee Travel Allowance

Some staff members within the Kankakee School District are required to use their personal vehicle to perform the responsibilities related to their position. Upon approval, these individuals will be compensated for local travel through receipt of a stipend, receiving one-half in December and one-half in June. Per [Board policy 5:32](#), if an employee is required to travel as part of his or her responsibility, then he or she must complete a District travel allowance form by September 15. The travel allowance form must then be approved by the employee's supervisor and the Assistant Superintendent of Human Resources.

English Language Learners

The District offers opportunities for resident English Learners to achieve at high levels in subjects and to meet the same challenging State academic standards that all children are expected to meet. [Board policy 6:160](#) reviews the criteria for Kankakee School Districts ESL Program.

Evaluation Information

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in Board policies as well as in compliance with State law and any applicable collective bargaining agreement. Please refer to this [Board Policy 5:320](#) for what each evaluation will include. Kankakee School District #111 uses Performance Matters for our evaluation tool. This aligns with the Danielson model. Please see evaluation information beginning on [page 391](#) in the addendum for instruction using Performance Matters.

Family Life and Sex Education Classes

The major educational areas of the District's comprehensive health education program are described in [Board policy 6:60-AP](#). Parents must be notified that their student is enrolled in Family Life and/or Sex Education classes. The letter in [Board policy 6:60-E](#) should be sent prior to the start of instruction. Should a parent wish to examine the instructional materials please have them complete [Board policy form 6:60-E3](#). Both this letter and request form can be found on [page 253](#) and [page 283](#) in the forms section in the back of this handbook.

Family Medical Leave

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act. The U.S. Department of Labor's rules (federal rules) implementing FMLA, as they may be amended from time to time, control FMLA leave. [Board policy 5:185](#) states that during a single 12-month period, an eligible employee's FMLA leave entitlement may be extended to a total of 26 weeks of unpaid leave to care for a covered service member (defined in the federal rules) with a serious injury or illness. More information can be found on [page 214](#) and [page 438](#) in the back of this manual.

Field Trip Guide Lines and Permission/Waiver Form

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives. [Board policy 6:240](#) states that all field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts and liability concerns. Guidelines for all field trips can be found in [Board policy 6:240-AP](#). The Field Trip Permission and Waiver form in [Board policy 6:240-E](#) is now include on Skyward as part of the registration process. A copy of this form is also included in on [page 187](#) in the forms section in the back of this handbook. **Field trips must be entered and approved by the building administrator in Trip Tracker at least 10 days prior to a field trip.** Sack lunch requests must be completed and turned into the head cook in your building 14 days prior to the field trip. A copy of this form can be found on [page 294](#) in the forms section in the back of this handbook. Board approval is needed for any field trips requiring an overnight stay. See [Board policy 6:240-R](#) for the complete procedure guidelines for an overnight stay.

Gifted Program

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. [Board policy 6:130](#) discusses eligibility and monitoring this program. [Administrative procedure 6:130-AP](#) covers what should be included in a program for Gifted and Talented Students. Every school year beginning in December, all second grade students are testing for the gifted program. A permission slip is included in the registration process for all incoming second grade students. If a parent wishes to have their child tested to see if they qualify for the Gifted and Talent Program they should complete a [Request for Gifted Testing](#) form to the Director of District Improvement. [Permission slips](#) are needed for any student, other than second grade students, being re-tested or tested for the first time. A copy of this permission slip can be found on [page 190](#) in the back of this handbook.

Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to parents/guardians. The system shall also determine when promotion and graduation requirements are met. [Board policy 6:280](#) reviews the requirements and exceptions. [Administrative procedure 6:280-AP](#) reviews the frequency of reporting grades to parents as well as suggested methods used for parent communication. Weighted Grades will be used to determine the honor roll, and academic awards, as well as rank in class. [Administrative procedure 6:290-AP4](#) reviews procedures and classes that qualify for weighted grades.

High School Graduation Policy

Kankakee School District #111 graduation policy is covered in [Board policy 6:30](#) that aligns with School Code. If a student wishes to graduate early, [Administrative procedure 6:300-AP](#) covers steps that need to be taken and necessary requirements met for a student to graduate early. A full list of courses/credits need for graduation can be found in [Administrative procedure 6:300-API](#).

Men and women who left high school to serve in the military during WWII, the Korean Conflict or the Vietnam Conflict are eligible to receive their high school diploma. The application found in [Administrative procedure 6:300-E1](#) must be completed and turned into the Superintendent of Schools.

High School Credit for Students in 7th or 8th Grades

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma when: the course is offered by the high school that the elementary student would attend. [Board policy 6:315](#) states the specific criteria that must be met. A student who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit for the course.

High School Credit for Proficiency

A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. [Board policy 6:320](#) covers instances when a proficiency credit may be given.

High School Senior Attending KSD When Parents Move

Kankakee School District does not currently have a Board policy regarding high school seniors whose families moved during their junior year or the summer between their junior and senior year and the student wishes to graduate from Kankakee High School. Past practice has been that we follow [IHSA Constitution, Section 3.034.2](#) that allows students **in good standing** who have attended on school their entire school career to continue their education in said school. The full policy is included on [page 423](#) in the addendum of this handbook.

Home & Hospital Education

A student who is absent from school or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. [Board policy 6:15](#) reviews the eligibility criteria a student must meet to qualify. This policy also covers students who are unable to attend classes due to pregnancy.

Homeless Student Education

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. [Board policy 6:140](#) defines a homeless child and reviews attendance practices. [Administrative procedure 6:140-AP](#) covers transportation, student designate, homeless liaison, school placement and principal's duties. [Homeless education form](#) (found on [page 195](#)) should be completed as should a letter of residency found on [page 223](#).

Homeschool

[Board policy 7:35](#) lists the instances when Kankakee School District #111 will enroll, on a part- or full-time basis, students who previously attended or currently attend a home school program. All homeschool records are handled through the local Regional Office of Education. For more information, please see the ISBE Home School FAQ found on [page 430](#) in the addendum in the back of this handbook.

Homework Policy

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. [Board policy 6:290](#) provides guidance for homework requirements. [Administrative policy 6:280-AP3](#) defines homework, clarifies its purpose and explains the use of grading homework.

Instructional Coaching Team-Well-check

The 10-point Instructional Coaching Team Well-Check located on [page 424](#) in the addendum of this handbook, will help you take stock of your current coaching team practice.

Instructional Materials and Computer Programs Development within the Scope of Employment

Curriculum, presentations, trainings, websites and other instructional material designed and/or written by an employee of Kankakee School District #111 within the scope of District employment are works made for hire and belong to the District. For the full definition please see [Board policy 5:170-AP3](#).

KIDS Assessment

The Illinois State Board of Education explains that the Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. Additional information on the [KIDS Assessment](#) can be found on the Illinois State Board of Education Website.

Independent Data-Informed Teams

Independent Data-Informed Teams are working at all levels in our district. From District Leadership Teams to School Leadership Teams, to Instructional Leadership Teams. All data teams play a crucial role in driving instruction. For a quick view of the some of the responsibilities of each team, please see the chart on [page 427](#) in the addendum for a complete chart and explanation of Interdependent Data-Informed Teams.

Jury/Court Duty

An employee should give at least five days' prior notice of pending jury duty. [Board policy 5:80](#) says the District will pay full salary during the time an employee is absent due to court duty or, pursuant to a subpoena, serves as a witness or has a deposition taken in any school-related matter pending in court. The District will deduct any fees that an employee receives for such duties, less mileage and meal expenses, from the employee's compensation, or make arrangements for the employee to endorse the fee check to the District.

Leave of Absence

There are many types of leaves of absence approved within Kankakee School District #111. Please refer to [Board policy 5:250](#) for a list all of which are also in the contractual agreement between Kankakee Board of Education and the Kankakee Council, Federation of Teachers Local 604. Please see the [teachers' contract](#) for further explanation. Forms for LOA can be found on [page 214](#).

Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with, (1) State Law and Ill. State Board of Education (ISBE) rules. [Board policy 6:230](#) covers the standards that should be followed. [Administrative procedure 6:230-AP](#) reviews the policy, lists objectives, responsibility for selection and criteria for selection of learning resources.

Maintaining Student Discipline

The goals and objectives of [Board policy 7:190](#) 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. [Administrative procedure 7:190-AP7](#) contained within this policy reviews the guidelines to improve school discipline.

Media Contact in a Crisis

If the media attempts to contact you or a staff member, please refer to the [Administrative procedure 4:170-AP1, E2](#) for guidelines.

Micro-credentialing

Kankakee School District #111 believes that successful growth is accomplished when the culture of the school supports the day-to-day learning of educators engaged in continually perfecting their craft. Since it is imperative that we align our learning opportunities to the District Goals, the District has developed a micro-credential program using Performance Matters. Please see the

information sheet on [page 439](#) in the addendum for more information on this new professional development initiative.

Mobile Device Use and Expectation Form

[Form 6:235-E6](#) informs employees of their liability while using District issued devices. It covers step-by-step what the employee is responsible for and the allowed use. A copy of this form is available on [page 247](#) in the Forms section in the back of this handbook.

Nursing Mothers

The Superintendent or designee shall ensure that students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Please see the Administrative procedures in [Board policy 7:10-AP2](#) for a list of reasonable accommodations.

The School 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. Please see Administrative procedures in [Board policy 5:10-AP](#) for more information.

P-Card Use Agreement

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf. Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests. [Board policy 4:55](#) lists specific restrictions for the use of a district p-card. [Administrative procedure 4:55-AP](#) further explains your responsibilities as an administrator for the p-card. Each person who has a p-card should sign the P-card Agreement in [Board policy 4:55-E](#). If you allow a staff member to use the p-card that was issued to your building or department, the staff members should complete the Cardholders Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Card. This form can be found in [Board policy 4:55-E1](#). Both of these forms can also be found on [page 261](#) and [page 263](#) in the Form's section at the back of this handbook.

Parent & Family Engagement

Board policy 8:95 was written to assure collaborative relationships between students' families and the Board of Education and District personnel, and to enable parent(s)/guardian(s) to become active partners in education. The full policy list procedures to follow. The School Parent & Family Engagement Policy/Plan Checklist found on [page 302](#) in the Forms section back of this

of this handbook provides a complete checklist for executing and event that complies with our Title I grant.

Parents Right to Know

[Board policy 5:190](#) defines the term teacher and qualifications necessary. When a teacher does not have the necessary credentials to teach a specific subject or grade level and is paid for using Title I funds, the District is required to inform parents. The letters located in [5:190-E1](#), [5:190-E2](#), and [5:190-E3](#) are samples of the letters that must be mailed to parents to remain in compliance with Title I. Copies of each are on [page 251](#) and [page 252](#) in the form section of this handbook.

Payroll

The business office/payroll does not initiate or approve employee pay of any kind. They only process payment after approval from an administrator. Additional pay (timesheets) should be aligned with union contracts. Any special agreement with an employee is a violation of the contract. All additional pay must be preapproved by an administrator. Any additional pay outside of routine extra duty must be preapproved, in writing, by both the administrator and an Assistant Superintendent. All approved building timesheets must be e-mailed to payroll@ksd111.org by the cutoff date. There should be one building employee who is designated to send all timesheets on behalf of the building (in one email). A list of 2019-2020 payroll cut-off dates can be found on [page 447](#) in the addendum at the back of this handbook.

Personnel Records and Request to Inspect

In accordance with [Board policy 5:150](#) the Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and School Board policy. Access to personnel records is outlined in this policy. [Administrative procedure 5:150-AP](#) covers the information maintained in each employee's file. If an employee wishes to view their personnel file, they will need to complete the Request to Inspect Personnel File form found in [Board policy 5:150-E1](#) or on [page 284](#) in the Form's section at the back of this handbook. Our Human Resources Department will create a Personnel File Access Log documenting the date, name and purpose of access. For an example of this log see [Board policy 5:150-E2](#) or [page 264](#) in this handbook.

Personal Technology and Social Media: Usage and Conduct

Kankakee School District #111 has a policy in place for all personnel regarding the use of personal technology and social media. [Board policy 5:125](#) defines and lists standards and rules staff is expected to adhere to while employed by our district. Furthermore, each employee should have received a copy of this policy and have signed [Board policy form 5:125-E](#). This form can be found online or on [page 176](#) in the Forms section at the back of this handbook.

Physical Restraint

[Administrative procedure 7:190-AP4](#), located within the [Board Policy 7:190](#) on Student Behavior, clearly outlines that isolated time out and physical restraint shall be used only as a means of maintaining discipline in schools (that is, as a means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, that is, as a form of punishment. When a student is physically restrained a Document Physical Restraint form must be completed. This form can be found in [Board policy 7:190-E2](#) or on [page 170](#) in the Forms section in the back of this handbook.

Placement of Non-public School Students transferring into the District

[Administration procedure 7:40-AP](#) covers all the steps to be taken when placing a non-public school or homeschool student who is transferring into our District.

Professional Standards for Teachers

In 2013 the Illinois State Board of Education released the [Illinois Professional Teaching Standards](#).

Prolonged Approved and Unapproved Student Absences

Regular absences are covered in [Board policy 7:70](#). Prolonged absences are covered in the [Administrative procedure 7:70-R3](#). Students in grades 8-12 who have missed ten or more days per semester cannot be excused for vacation day as covered in the Administrative procedures.

Report Card and Progress Report Calendar

At the start of each school year Information Systems works with Instructional Programs to develop a Report Card and Progress Report Calendar. This calendar is forwarded to all building administrators and should be shared with staff. A copy of this calendar for the 2019-2020 school year can be found on [page 449](#) in the addendum of this handbook.

Sample ILT Template

A sample of Kankakee School Districts ILT Meeting Template is available on [page 198](#) in the Forms section in the back of this handbook.

School Visitors

Any person other than an enrolled student or employee is deemed a visitor and should report to the buildings office for permission to remain on the property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. [Board policy 8:30](#) explains all procedures and exceptions for school visitors. Additional information on Visitors to Schools can be found in [Board policy 8:50](#). [Board policy 8:95-E1](#) is a letter that explains the School Visitation Rights Act to parents. This letter can be

found on [page 220](#) in the back of this handbook. This explanation can also be found in the [2019-2020 Handbook](#) in section 2-28 on page 35.

School Wellness Policy

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. [Board policy 6:50](#) shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). Our school wellness policy is also covered in section 2-39 on pages 47-51 in the [2019-2020 Handbook](#).

Service Animals

State and federal law allow a student with a disability to be accompanied by a service animal that is individually trained to perform work or tasks for the benefit of a student. Administrative procedures and a full explanation on allowing service animals in school can be found in [Board Policy 6:120-AP3](#).

Sexual Harassment – Students

Sexual harassment of student is prohibited as outlined in [Board policy 7:20](#). A full action list is defined in [Administrative policy 7:20-AP](#). Resources for handling complaints and their investigations can be found in the [Administrative resource 7:20-RA](#).

Sign-in Sheets for Stipends and CPDUs

Any meeting, training or professional development in which you staff should receive stipends or your requesting CPDUs must use the sign in sheet provided by Instructional Program. A copy of the sign in sheet is located on [page 314](#) in the Forms section at the back of this handbook.

Social and Emotional Learning

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards as described in [Board policy 6:65](#).

Staff Computer Network Agreement

The Computer and Network Use Policy is fully explained in [Board policy 6:235](#). Part of this policy is the Staff Computer and Network Agreement found under the [Administrative procedures 6:235-E1](#). A copy of this form can be found on [page 322](#) in the back of this handbook.

Staff Development Plan

[Board policy 5:100](#) states that the Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance

and satisfaction. [Administrative procedure 5:100-AP](#) discusses the implementation of the Staff Development Plan.

Student Computer Network Agreement

Like staff, students and parents are required to sign a Computer Network Agreement. A copy of the Student Computer Network Agreement can be found under the [Administrative procedures 6:235-E2](#) and in Section 4 on page 68 of the [2019-2020 Handbook](#). This form is also include in Skyward when a registering a student for school. A copy of this form can be found on [page 323](#).

Student Fund Raising Application

[Board policy 7:325](#) reviews allowable fund raising activities by Kankakee School District students. Guidelines for fundraising can be found in [Administrative procedure 7:325-API](#). A copy of the application (7:235-E1) can be found on [page 138](#) in the back of this handbook.

Student Suspension

Procedures for student suspensions are outlined in [Board policy 7:20](#). This policy discusses both in-school and out-of-school suspensions. Anytime a student is suspended out-of-school a Short Term or Long Term Out-of-School Suspension form needs to be completed in Skyward. A sample of each form is included in the forms section of this handbook. Short term suspension is on [page 312](#) and long-term suspension is found on [page 239](#).

Student Voter Registration

The Board of Education directs the District's administration to provide students with an opportunity to learn and practice the principles of civic responsibility. To achieve this, the High School Principal or the designee may be appointed deputy registrar by the county clerk. If appointed, the high school principal or the designee may accept voter registrations of eligible students in the high school. [Board policy 3:62](#) states that voter registration shall only occur in May or September.

Teacher Meetings

Pursuant to [Article 6](#) of the teachers' contract, District/Administrator Directed time is allowed an can include but is not limited to student contact, curriculum development, collaboration, instructional coaching, parent-teacher conferences, MTSS meetings, staff meetings, community engagement and professional development. [Article 18, Section 18.1](#) reviews the meetings teacher will attend under contract.

Teacher Stipends

Teacher stipends are negotiated within the teachers' contract. [Article 24, Section 24.12](#) lists the stipend amounts for teachers attending training, meetings or approved professional development outside of those functions covered by the contact. [Article 24, Section 24.13](#) outlines stipends paid outside of the school year.

Technology Computer and Network Use Policy

Full disclosure and understanding in the partnership between parents, students, staff, and volunteers with regard to District technology and its use are essential. Please review [Board policy 6:235](#) for the full policy.

Testing and Assessment

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. [Board policy 6:340](#) reviews the testing and assessment within our district. A copy of the 2019-2020 Testing and Assessment calendar is located in on [page 352](#) in the addendum in the back of this handbook.

Threat Assessment

The Threat Assessment Decision Tree found in [Administrative procedure exhibits 4:170-AP7, E1](#) is a great reference resource when assessing and responding to a preserved threat. If the threat was made by a student, your buildings Threat Assessment team should complete a Threat Assessment Documentation and Response form. A sample form can be found on [page 336](#) in the back of this handbook or in [Administrative procedure exhibit 4:170-AP7, E2](#).

Transportation

[Board policy 4:110](#) aligns with School Code and state law by providing free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, criminal gang activity safety hazard, and adequate public transportation is not available.

Routing for busing is done electronically through Skyward so it is imperative that data is entered correctly. It takes 3-5 days to route a student. All buildings should communicate directly with the Director of Transportation at x7740 and not call the bus company.

Travel Stipends

[Board policy 5:32](#) states that employees that are required to regularly travel between buildings within the District will receive one stipend per semester. At the beginning of each semester, employees are required to fill out a Google Form declaring that they believe that they are eligible for the travel stipend. *Applications should then be approved by their supervisor.* Employees may turn in logs or mileage reimbursement for travel that is not between District buildings. There is no language in union contracts that supersedes this board policy.

Unsatisfactory Performance Reports for Substitute Teachers

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board and defined in [Board policy 5:220](#). Occasionally we come across a substitute teacher who is not up for the task. When that happens, the building principal must complete the Unsatisfactory Performance Report for Substitute Teachers found in the [Administrative procedure 5:220-E](#) and on [page 341](#) in the Forms section in the back of this handbook.

Weighted Grades

Weighted Grades will be used to determine the honor roll, and academic awards, as well as rank in class. [Administrative procedure 6:290-AP4](#) reviews procedures and classes that qualify for weighted grades. For the full Grading and Promotion policy see [Board policy 6:280](#).

Finance

Activity Fund Accounts

The School Board, upon the Superintendent or designee's recommendation, establishes student activity funds to be managed by student organizations under the guidance and direction of a staff member for educational, recreational, or cultural purposes. [Board policy 4:90](#) states that the Superintendent will appoint a designee responsible for overseeing student activity funds in accordance with The School Code and [Board policy 4:80](#).

Budget Codes

There are three types of budgets: Control Budget, Title One Budget, and Extra Duty Budget (new FY 2020).

- *Control Budget: no restrictions on spending*
- *Title One Budget: must be tied to student achievement and follow District/building plan*
- *Extra Duty Budget: can be spent on extra duty assignments for staff or bus monitors that are not already provided by District*

Real-time budgets can be viewed on Skyward (detail and summary). The business office will only look at total of expenditures, not a breakdown of expense by type.

Employee Expense Reimbursement

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. According to [Board Policy 5:60](#), employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense reimbursements that show the following:

1. The amount of the actual expense, with attached itemized receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense reimbursement was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement was expended.

The district allows up to \$40.00 per day for meals. If you are only eating one meal out the meals are prorated at the rate of \$10.00 for breakfast, \$15.00 for lunch and \$25.00 for supper. For a full guideline of what is cover please refer to the Reimbursement Expectation sheet on [page 448](#) in the addendum of this handbook.

Expenses should be submitted for reimbursement through Skyward Finance System. Please see [page 453](#) in the appendix *Approved Expenses Reimbursement How to Guide* in the back of this handbook for complete instructions on submitting expenses.

Grants

Please keep in mind what grants have different requirements/guidelines for purchases. Purchases in grants must be pre-approved, in writing, by ISBE. If you have a question about what is covered in a particular grant, please call our grants manager at x7723. If we use grant funding to pay a salary with TRS, there is an additional penalty (10.66%) for a TRS payment with federal funds.

How to use Title I Guide

[Board policy 6:170](#) gives a brief overview of Title I Programs and services. The Illinois State Board of Education has a [Title I District Plan User Guide](#) available for review. In the addendum located in the back of this handbook, you will find additional resources from the Illinois state Board of Education regarding the proper use of Title I funding. Title I programs are also explained in the [2019-2020 Handbook](#) in Section 2-36 on page 48. More information is available in on [pages 460](#) through page 471 in the addendum section of this handbook.

P-Card Use Agreement

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf. Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests. [Board policy 4:55](#) lists specific restrictions for the use of a district p-card. [Administrative procedure 4:55-AP](#) further explains your responsibilities as an administrator for the p-card. Each person who has a p-card should sign the P-card Agreement in [Board policy 4:55-E](#). If you allow a staff member to use the p-card that was issued to your building or department, the staff members should complete the Cardholders Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Card. This form can be found in [Board policy 4:55-E1](#). Both of these forms can also be found on [page 261](#) and [page 263](#) in the Form's section at the back of this handbook.

Payroll

The business office/payroll does not initiate or approve employee pay of any kind. They only process payment after approval from an administrator. Additional pay (timesheets) should be aligned with union contracts. Any special agreement with an employee is a violation of the contract. All additional pay must be preapproved by an administrator. Any additional pay outside of routine extra duty must be preapproved, in writing, by both the administrator and an Assistant Superintendent. All approved building timesheets must be e-mailed to payroll@ksd111.org by the cutoff date. There should be one building employee who is

designated to send all timesheets on behalf of the building (in one email). A list of 2019-2020 payroll cut-off dates can be found on [page 447](#) in the addendum at the back of this handbook.

Purchase Orders

Purchase orders are entered into Skyward. If a purchase order total is over \$2,500.00 a rational for purchase of this item(s) or three bids must be included in the notes section, under general prior to approval. If the purchase order is for \$25,000.00 or more it must be approved by the Board of Education. All purchase orders entered, other than those generated by an e-catalog associated with Skyward, must have backup attached. Each purchase ordered entered in Skyward has multiple levels of approval. Once all levels have been approved, Skyward automatically e-mails the vendor the purchase order along with any backup or quotes you've indicated be sent.

Purchases and Contracts

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable School Board policies. [Board policy 4:60](#) states that expenditure in excess of \$25,000 must comply with state law and be approved by our Board of Education. Please review this policy for additional information. [Administrative procedure 4:60-API](#) provides requirements for purchase and contracts. Any purchase over \$2,500.00 must have the rational or multiple bids attached the purchase order.

School Fees

In accordance with School Code, the Superintendent or designee recommends to the Board of Education a list of school fees to be charged to student. See [Administrative procedure 4:140-AP](#) for more information on school fees, fines and charges.

School Fees Waiver

The application for fee waiver is completely independent from the District process for determining eligibility for free meals. Fee waivers are part of the registration process. The paper application is found in [Board policy 4:140-E1](#) and on page 144 in the back of this book. If a family's request to waive fees is denied, families have the right to appeal that decision. The form found in [Administrative procedure 4:140-E3](#) needs to be completed. A copy of this form can be found on [page 288](#) in the forms section of this handbook.

Transportation

Board policy 4:110 aligns with School Code and state law by providing free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, criminal gang activity safety hazard, and adequate public transportation is not available.

Routing for busing is done electronically through Skyward so it is imperative that data is entered correctly. It takes 3-5 days to route a student. All buildings should communicate directly with the Director of Transportation at x7740 and not call the bus company.

Human Resources

Abused and Neglected Child Reporting

All Kankakee School District #111 faculty members are Mandated Reporters. Training videos for this are provided through GCN and reviewed regularly as part of the annual training process. The full board policy and instructions on how to proceed sure child abuse or neglect be suspected can be found in [Board Policy 5:90](#).

Administrator Training

Kankakee School District #111 makes every effort to offer an Administrators Academy each summer for our administrators. If an administrator wishes to attend additional training they should complete a Conference Form, attached information regarding the training, with the registration form and forward it to the Instructional Programs Office.

Applicants Authorization to Release Information

Kankakee School District requires all new applicants provide a written authorization for a complete criminal history records check. Please refer to the full [Board Policy 5:30-AP2](#) for more information. The form can be found on [page 137](#).

Community Resource Persons and Volunteers

While the School Board encourages the use of resource persons and volunteers in schools, the administration must follow board protocol. See the full [Board Policy 6:250](#) for the complete policy. The Administrative Procedures, [Board Policy 6:250-AP](#) outlines the screening process needed to vet resource persons and volunteer. Once cleared, resource persons or volunteers should complete for [6:250-E](#) prior to engaging students. This form can be found on [page 286](#).

Computer Software Procedures

Software Procedures for Kankakee School District #111 can be found in [Board Policy 6:235-AP2](#). Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Conditional Job Offer

When making a conditional job offer to a prospective employee, please be sure to review [Board Policy 5:30-AP](#) to ensure all steps are followed to avoid misunderstandings or potential problems. A copy of this form can be found on [page 189](#).

Conference Request Instructions

Any staff member requesting to attend a workshop or conference not planned by Kankakee School District #111 must complete a conference request form. A copy of this form can be found on [page 165](#). The staff member must attach a registration form and have the request approved by their building principal or supervisor. Upon approval they should enter the absence in Skyward and forward the form to Instructional Programs. Full instructions and copy of this form are found in on [page 371](#) in the addendum.

Continuing Education

Continuing Education is covered in the Teachers Union Contract under [Article 24, 24.1 Course Credit](#). For salary credit only, approval in writing must be obtained as explained in this article.

Paraprofessional may be eligible for tuition reimbursement for course taken within the field of education as described in [Article 7.14](#) of the Paraprofessional Contract.

A pool of \$5,000 has been provided for continuing education for the clerical union body as outlined in [Article 6.15](#) of the Clerical Union Contract. As explained, courses must be preapproved prior to the start of the course.

District Website Publishing Guidelines

Kankakee School District provides a public Internet presence through the District website to share information with the community. All material published on the District website must have educational value and/or support the District's goals and policies. All material submitted is subject to treatment as a District-sponsored publication. The District reserves the right to remove any material that is in violation of its policy or procedures. Please refer to the administrative procedures in [Board Policy 6:235-AP](#) for a full overview of Kankakee school District guidelines.

Drug & Alcohol-Free Workplace

All Kankakee School District workplaces are drug and alcohol free workplaces. This includes use of tobacco products while on school property or while an employee is performing work for the District at a school event regardless of the event's location. Please refer to Board Policy 5:50 for a complete explanation.

E-mail Retention

Email, including attachments that are sent or received by the District or District employees may be, depending on their content, subject to disclosure under the Freedom of Information Act and/or discovery in litigation as evidence in support of a claim. Employees must use the same standards of judgment, propriety, and ethics with email as they do with other forms of school business-related communications. Accordingly, employees have the same responsibilities for email messages as they do for any other communication. Please see the full [Board Policy 5:130](#) on the Responsibilities Concerning Internal Information and the [Administrative Procedure 5:130-AP](#).

Employee Absences and Tracking

[Board Policy 5:330](#) clearly outlines sick, vacation, holidays and leaver for employees. [Board Policy 5:180](#) further explains temporary illness and absence from work. An employee initiates an absence in Skyward. The Skyward system then generates an email for the assigned supervisors' approval. Approve or deny these requests in a timely manner. Once the absence is created in Skyward for substitute purposes the information feeds over to AESOP in order to create an absence in that system so that a substitute can be found.

Building secretarial staff can/should then run reports from both Skyward and AESOP to make sure that absences match in both systems. If any modifications need to be made they would be done at that time. They cannot do this process if absences are sitting in an unapproved status. In the event that the building secretary cannot complete an AESOP task contact the Human Resource office for instruction.

Employee Compliance

In accordance with the Fair Labor Standards Act, Kankakee School District follows [Board Policy 5:35](#) when reviewing employee compliance, compensation, overtime, etc. A list of exemptions can be found in administrative [Board Policy 5:35-AP1](#). A twelve step compliance check list is available in the administrative procedure [Board Policy 5:35-AP4](#).

Employee Drug and Alcohol Free Workplace

All District workplaces are drug- and alcohol-free workplaces. [Board policy 5:50](#) lists forbidden actions relating to drugs and alcohol. It further explains that all employees are covered by the conduct prohibitions contained in [Board policy 8:30](#) Visitors to and Conduct on School Property.

Employee Ethics

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. [Board policy 5:120](#) covers conduct and conflict of interest in regards to employee ethics. [Administrative procedure 5:120-AP](#) reviews economic interest for employees while [Administrative procedure 5:120-AP2](#) covers employee conduct standards.

Employee Expense Reimbursement

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. According to [Board Policy 5:60](#), employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense reimbursements that show the following:

1. The amount of the actual expense, with attached itemized receipts for actual incurred expenses.

2. The name and title of the employee who is requesting the expense reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense reimbursement was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement was expended.

The district allows up to \$40.00 per day for meals. If you are only eating one meal out the meals are prorated at the rate of \$10.00 for breakfast, \$15.00 for lunch and \$25.00 for supper. For a full guideline of what is cover please refer to the Reimbursement Expectation sheet on [page 448](#) in the addendum of this handbook.

Expenses should be submitted for reimbursement through Skyward Finance System. Please see [page 453](#) in the appendix *Approved Expenses Reimbursement How to Guide* in the back of this handbook for complete instructions on submitting expenses.

Employee Harassment

[Board Policy 5:20](#) reaffirms that the School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in [Board policy 5:10](#), Equal Employment Opportunity and Minority Recruitment. Harassment of students, including, but not limited to, sexual harassment, is prohibited by [Board policy 7:20](#), Harassment of Students Prohibited.

Should harassment occur, please the administrative procedures in [Board policy 5:20-AP](#) and forms [5:20-E](#) for investigation and documentation. This form is also located on [page 311](#).

Employee Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies.

[Board Policy 5:40](#) requires an employee with a communicable or chronic infectious disease to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. Administrative procedures found in [Board policy 5:40-AP](#) should be used once the administrative team has been notified.

Employee Injury

Anytime an employee is injured, while on the job, and employee injury form must be completed but the employee, supervisor and any witnesses to the injury. Reporting forms can be found on [page 124](#) in the Forms section at the back of this handbook. If the injury requires medication attention, a referral/authorization form must be completed before the employee goes to Riverside Workforce Clinic. This form and well as Workers Compensation forms are all located beginning on [page 345](#) in the back of this handbook.

Employee Insurance Program-Group Health Continuation Coverage

Group Health Insurance Coverage may be available under the Consolidated Omnibus Budget Reconciliation Act ("COBRA") and/or the Illinois Insurance Code. Determination of eligibility is explained in [Board policy 4:100-R](#).

Employee Investigation

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment. [Board policy 5:30](#) reviews the investigations completed prior to employment. [Administrative procedure 5:30-AP2](#) further discloses the investigation processes taken to ensure safety for our student and staff. Applicants considered for employment must sign an Authorization to Release Information form found in [Administrative procedure 5:30-E1](#) and on [page 137](#) in the back of this handbook. An Employee Investigation Fact Sheet can be found on [page 386](#) in the addendum in the back of this handbook.

Employee Non-exempt Volunteer Agreement

Non-exempt employees who volunteer for district committees or at district functions need to complete the *Volunteer Agreement Executed by a Non-Exempt Employee* prior to the meeting or event. This form can be found on [page 344](#) in the forms section of this hand book or in the administrative procedures for [Board policy 5:35-E](#).

Employee Resignation and Retirement [Board Policy 5:210](#)

Tenured teachers may resign at any time with consent of the School Board or by written notice sent to the Board Secretary at least 30 days before the intended date of resignation. However, no teacher, whether tenured or probationary, may resign during the school term in order to accept another teaching position without the consent of the Board.

Employee Suspension

The School Board may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District.

[Board policy 5:240](#) states that the Board or Superintendent or designee may suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or

misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

For a list of infractions constituting suspension of an employee with or without pay, please refer to the administrative procedure of [Board policy 5:240-AP](#).

Employee Termination and Suspensions

Please refer to [Board Policy 5:290](#) for all questions relating to employee termination and suspension. If you do not feel this policy answers your questions, please contact Human Resources.

Employee Travel Allowance

Some staff members within the Kankakee School District are required to use their personal vehicle to perform the responsibilities related to their position. Upon approval, these individuals will be compensated for local travel through receipt of a stipend, receiving one-half in December and one-half in June. [Board policy 5:32](#) says that if an employee is required to travel as part of his or her responsibility, then he or she must complete a District travel allowance form by September 15. The travel allowance form must then be approved by the employee's supervisor and the Assistant Superintendent of Human Resources.

Evaluation Information

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in Board policies as well as in compliance with State law and any applicable collective bargaining agreement. Please refer to this [Board Policy 5:320](#) for what each evaluation will include. Kankakee School District #111 uses Performance Matters for our evaluation tool. This aligns with the Danielson model. For more information please refer to [page 391](#) and beyond in the addendum for instruction using Performance Matters, resources, and the evaluation process.

Family Medical Leave

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act. The U.S. Department of Labor's rules (federal rules) implementing FMLA, as they may be amended from time to time, control FMLA leave. [Board policy 5:185](#) states that during a single 12-month period, an eligible employee's FMLA leave entitlement may be extended to a total of 26 weeks of unpaid leave to care for a covered service member (defined in the federal rules) with a serious injury or illness. More information can be found on [page 214](#) and [page 438](#) in the back of this manual.

Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. [Board policy 5:30](#) covers the process and criteria used by Kankakee School District #111 when interviewing and vetting a potential employee.

Instructional Materials and Computer Programs Development within the Scope of Employment

Curriculum, presentations, trainings, websites and other instructional material designed and/or written by an employee of Kankakee School District #111 within the scope of District employment are works made for hire and belong to the District. For the full definition please see [Board policy 5:170-AP3](#).

Interview Questions

The anti-discrimination laws affect all steps of the employee hiring process. Knowledge of the characteristics on which these laws prohibit inquiry is especially critical when conducting interviews. Sloppy interview practices can result in the appearance of illegal discrimination or even actual discrimination. Interviewers should avoid seeking information that will not be used to make an employment decision. For a list of questions to avoid and permissible questions to ask please see [Board policy 5:30-AP1](#).

Jury/Court Duty

An employee should give at least five days' prior notice of pending jury duty. [Board policy 5:80](#) says the District will pay full salary during the time an employee is absent due to court duty or, pursuant to a subpoena, serves as a witness or has a deposition taken in any school-related matter pending in court. The District will deduct any fees that an employee receives for such duties, less mileage and meal expenses, from the employee's compensation, or make arrangements for the employee to endorse the fee check to the District.

Leave of Absence

There are many types of leaves of absence approved within Kankakee School District #111. Please refer to [Board policy 5:250](#) for a list all of which are also in the contractual agreement between Kankakee Board of Education and the Kankakee Council, Federation of Teachers Local 604. Please see the [teachers' contract](#) for further explanation. Forms for LOA can be found on [page 214](#).

Maintaining Student Discipline

The goals and objectives of [Board policy 7:190](#) 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.

[Administrative procedure 7:190-AP7](#) contained within this policy reviews the guidelines to improve school discipline.

Media Contact in a Crisis

If the media attempts to contact you or a staff member, please refer to the [Administrative procedure 4:170-AP1, E2](#) for guidelines.

Micro-credentialing

Kankakee School District #111 believes that successful growth is accomplished when the culture of the school supports the day-to-day learning of educators engaged in continually perfecting their craft. Since it is imperative that we align our learning opportunities to the District Goals, the District has developed a micro-credential program using Performance Matters. Please see the information sheet on [page 439](#) in the addendum for more information on this new professional development initiative.

Mobile Device Use and Expectation Form

[Form 6:235-E6](#) informs employees of their liability while using District issued devices. It covers step-by-step what the employee is responsible for and the allowed use. A copy of this form is available on [page 247](#) in the Forms section in the back of this handbook.

Nursing Mothers

The Superintendent or designee shall ensure that students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Please see the Administrative procedures in [Board policy 7:10-AP2](#) for a list of reasonable accommodations.

The School 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. Please see Administrative procedures in [Board policy 5:10-AP](#) for more information.

Parents Right to Know

[Board policy 5:190](#) defines the term teacher and qualifications necessary. When a teacher does not have the necessary credentials to teach a specific subject or grade level and is paid for using Title I funds, the District is required to inform parents. The letters located in [5:190-E1](#), [5:190-E2](#), and [5:190-E3](#) are samples of the letters that must be mailed to parents to remain in compliance with Title I. Copies of each are on [page 251](#) and [page 252](#) in the form section of this handbook.

Payroll

The business office/payroll does not initiate or approve employee pay of any kind. They only process payment after approval from an administrator. Additional pay (timesheets) should be aligned with union contracts. Any special agreement with an employee is a violation of the contract. All additional pay must be preapproved by an administrator. Any additional pay outside of routine extra duty must be preapproved, in writing, by both the administrator and an Assistant Superintendent. All approved building timesheets must be e-mailed to payroll@ksd111.org by the cutoff date. There should be one building employee who is designated to send all timesheets on behalf of the building (in one email). A list of 2019-2020 payroll cut-off dates can be found on [page 447](#) in the addendum at the back of this handbook.

Personnel Records and Request to Inspect

In accordance with [Board policy 5:150](#) the Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and School Board policy. Access to personnel records is outlined in this policy. [Administrative procedure 5:150-AP](#) covers the information maintained in each employee's file. If an employee wishes to view their personnel file, they will need to complete the Request to Inspect Personnel File form found in [Board policy 5:150-E1](#) or on [page 284](#) in the Form's section at the back of this handbook. Our Human Resources Department will create a Personnel File Access Log documenting the date, name and purpose of access. For an example of this log see [Board policy 5:150-E2](#) or [page 264](#) in this handbook.

Personal Technology and Social Media: Usage and Conduct

Kankakee School District #111 has a policy in place for all personnel regarding the use of personal technology and social media. [Board policy 5:125](#) defines and lists standards and rules staff is expected to adhere to while employed by our district. Furthermore, each employee should have received a copy of this policy and have signed [Board policy form 5:125-E](#). This form can be found online or on [page 176](#) in the Forms section at the back of this handbook.

Physical Restraint

[Administrative procedure 7:190-AP4](#), located within the [Board Policy 7:190](#) on Student Behavior, clearly outlines that isolated time out and physical restraint shall be used only as a means of maintaining discipline in schools (that is, as a means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of

students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, that is, as a form of punishment. When a student is physically restrained a Document Physical Restraint form must be completed. This form can be found in [Board policy 7:190-E2](#) or on [page 170](#) in the Forms section in the back of this handbook.

Routine Communications Concerning Safety & Security

The full district safety plan is part of [Board policy 4:170](#). [Administrative procedure 4:170-AP2](#) identifies and organizes the District's routine communications to stakeholders regarding safety and security. These routine communications are an integral part of the District's coordinated communication system. Communications to stakeholders that do not concern safety or security are organized with their respective topics.

Schedules and Employment Year

[Board policy 5:30](#) explain employee schedules and the employment year. The 2019-2020 calendar that was submitted to the state for approval is included on [page 451](#) in the addendum of this handbook.

Sexual Harassment

Sexual harassment is prohibited as outlined in [Board policy 7:20](#). Whenever harassment is reported, the report needs to be turned over to a Complaint Manager. A copy of the complaint form can be found on [page 311](#) in the back of this handbook. [Administrative procedure 5:20-AP](#) covers the procedures that should be considered when conducting an internal investigation into claims of harassment. [Administrative resource 5:20-AR2](#) offers additional guidelines to consider during such an investigation.

Skyalert Messaging System

To reach a specific group of parents or employees, Kankakee School District uses Skyalert Messaging System. Each principal has the ability to record and send a Skyalert "robo-call" message to your students and/or staff. Access to this program and training need to be handled by our Instructional Technology staff. To request access or training please complete a Help Desk request.

Staff Computer Network Agreement

The Computer and Network Use Policy is fully explained in [Board policy 6:235](#). Part of this policy is the Staff Computer and Network Agreement found under the [Administrative procedures 6:235-E1](#). A copy of this form can be found on [page 322](#) in the back of this handbook.

Staff Development Plan

[Board policy 5:100](#) states that the Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. [Administrative procedure 5:100-AP](#) discusses the implementation of the Staff Development Plan.

Teacher Meetings

Pursuant to [Article 6](#) of the teachers' contract, District/Administrator Directed time is allowed and can include but is not limited to student contact, curriculum development, collaboration, instructional coaching, parent-teacher conferences, MTSS meetings, staff meetings, community engagement and professional development. [Article 18, Section 18.1](#) reviews the meetings teacher will attend under contract.

Teacher Stipends

Teacher stipends are negotiated within the teachers' contract. [Article 24, Section 24.12](#) lists the stipend amounts for teachers attending training, meetings or approved professional development outside of those functions covered by the contract. [Article 24, Section 24.13](#) outlines stipends paid outside of the school year.

Technology Computer and Network Use Policy

Full disclosure and understanding in the partnership between parents, students, staff, and volunteers with regard to District technology and its use are essential. Please review [Board policy 6:235](#) for the full policy.

Telephone Reference Check

As part of the hiring process, a Telephone Reference Check must be completed on all new hires. The form in [Board policy 5:30-E2](#) should be completed and forwarded with any additional information to Human Resources. This form is also found on [page 330](#) in the Forms section in the back of this handbook. Be sure to have applicants sign the [Authorization to Release Information](#) form before checking references.

Unsatisfactory Performance Reports for Substitute Teachers

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board and defined in [Board policy 5:220](#). Occasionally we come across a substitute teacher who is not up for the task. When that happens, the building principal must complete the Unsatisfactory Performance Report for Substitute Teachers found in the [Administrative procedure 5:220-E](#) and on [page 341](#) in the Forms section in the back of this handbook.

Safety and Emergency

A.E.D.

[Administrative procedure 4:170-AP6](#) contains the operations implement School [Board policy 4:170](#), Safety, requiring a plan for responding to medical emergencies at a physical fitness facility.

Bus Suspension

All students must follow the District's School Bus Safety Rules found in the [Administrative procedure 4:110-AP3](#). If a student does not follow these rules, [Board policy 7:220](#) states that the Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct.

Emergency Medical Information for Students Who Ride School Buses

[Administrative procedure 4:110-E](#) is a form to provide bus drivers and or emergency medical technicians information about children who have special needs or medical conditions. A copy of this form is located on [page 175](#) in the forms section at the back of this handbook.

Evacuation Drills

[Board policy 4:170](#) states that during every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act, 105 ILCS 128/ and contained within this policy.

Facility Rental Application & Rental

School facilities are available to community organizations during non-school hours when such use does not: (1) interfere with any school function or affect the safety of students or employees, or (2) affect the property or liability of the School District. The use of school facilities for school purposes has precedence over all other uses. [Board Policy 8:20](#) covers rental procedures and clearly states that the District reserves the right to cancel previously scheduled use of facilities by community organizations and other groups. The use of school facilities requires the prior approval of the Superintendent or designee and is subject to applicable procedures.

A Facility Rental Application can be found in [Board policy 8:20-E1](#). In addition to the application, the Facility Rental Agreement for Use of School Facilities must be completed. This agreement can be found in [Board policy 8:20-E2](#). Person or organizations renting school facilities must also provide a Certificate of Liability Insurance. A sample of this can be found in [Board policy 8:20-E2 Attachment](#). Copies of the forms listed above can also be found beginning on [page 181](#) in the Forms section in the back of this handbook.

Food Allergy

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. [Board policy 7:285](#) discuss the districts program to eliminate the risks of exposure to allergens when a student is at school. [Administrative procedure 7:285-AP](#) covers the implementation of this policy. The letter found in [7:285-E5](#) should be sent to parents of classmates when a student has a severe food allergy. A copy of this letter is located on [page 308](#). Forms [7:285E2 \(page 238\)](#), [7:285-E3 \(page 132\)](#), [7:285-E4 \(page 131\)](#), [7:285-E8 \(page 265\)](#) and [7:285-E6 \(page 309\)](#) should all be on file for the student with allergies.

Head Injuries

[Board policy 7:305](#) was developed and implemented to manage concussions and head injuries suffered by students. [Administrative procedures 7:305-AP](#) reviews state law and school code that discusses implementation and a Concussion Oversight Team as well as training for coaches, assistant coaches, athletic trainers and nurses.

Pandemic Preparedness

Pandemic influenza is a worldwide outbreak of a virus for which there is little or no natural immunity and no vaccine; it spreads quickly to people who have not been previously exposed to the new virus. The School Board recognizes that the District will play an essential role along with the local health department and emergency management agencies in protecting the public's health and safety if an influenza pandemic occurs. [Board policy 4:180](#) discuss preparations in case of a pandemic. [Administrative procedure 4:280-AP2](#) provides detailed instruction on reporting and surveillance during a pandemic.

Public Relations and Communications

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. [Board policy 8:10](#) explains the plan in which the Superintendent or designee shall plan, implement and evaluate our District public relations program. If further outlines items the program should include.

Safety and Security Plan

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event per [Board policy 4:170](#). [Administrative procedure 4:170-AP1](#) contains the Comprehensive Safety and Security Plan. Communication regarding our Safety and Security Plan is covered in [Administrative procedure 4:170-AP2](#).

School Bus Accident Checklist

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from 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. On the rare occasion a school bus is in an accident, a School Bus Accident Checklist must be completed. The checklist can be found in the [Administrative procedure 4:110-AP1](#). A copy of this form is available on [page 295](#) in the Forms section in the back of this handbook.

School Visitors

Any person other than an enrolled student or employee is deemed a visitor and should report to the buildings office for permission to remain on the property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. [Board policy 8:30](#) explains all procedures and exceptions for school visitors. Additional information on Visitors to Schools can be found in [Board policy 8:50](#). [Board policy 8:95-E1](#) is a letter that explains the School Visitation Rights Act to parents. This letter can be found on [page 220](#) in the back of this handbook. This explanation can also be found in the [2019-2020 Handbook](#) in section 2-28 on page 35.

Skyalert Messaging System

To reach a specific group of parents or employees, Kankakee School District uses Skyalert Messaging System. Each principal has the ability to record and send a Skyalert "robo-call" message to your students and/or staff. Access to this program and training need to be handled by our Instructional Technology staff. To request access or training please complete a Help Desk request.

Theft, Building Damage or Vehicle Accident Report

[Board policy 4:170](#) reviews all of our safety policies. Contained within this policy are a number of forms for reporting or documenting incidents that occur. The report found in the [Administrative procedure exhibits 4:170-E2](#) needs to be completed for theft, building damage or vehicle accident reporting. This form is also found on [page 329](#) in the Forms section in the back of this handbook.

Threat Assessment

The Threat Assessment Decision Tree found in [Administrative procedure exhibits 4:170-AP7, E1](#) is a great reference resource when assessing and responding to a preserved threat. If the threat was made by a student, your buildings Threat Assessment team should complete a Threat Assessment Documentation and Response form. A sample form can be found on [page 336](#) in the back of this handbook or in [Administrative procedure exhibit 4:170-AP7, E2](#).

Transportation

[Board policy 4:110](#) aligns with School Code and state law by providing free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, criminal gang activity safety hazard, and adequate public transportation is not available.

Routing for busing is done electronically through Skyward so it is imperative that data is entered correctly. It takes 3-5 days to route a student. All buildings should communicate directly with the Director of Transportation at x7740 and not call the bus company.

Video Camera on School Buses

The Board of Education supports the use of video cameras on school buses as a means to monitor and maintain a safe environment for students and employees. The video cameras may be used on buses used for transportation to and from school, field trips, curricular events and extracurricular events. The contents of the videotapes, both audio and video, may be used as evidence in a student disciplinary proceeding. [Board policy 4:112](#) discuss the content of the tapes and their use. [Administrative procedure 4:112-AP](#) reviews the instances in which review of the bus surveillance is acceptable.

Video Surveillance

[Board policy 8:35](#) authorizes the use of video cameras on district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. Viewing of these videos is restricted. See [Administrative policy 8:35-R](#) for details.

Students and Parents

Accelerated Placement Program

The District provides an [Accelerated Placement Program](#) (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades. [Board policy 6:135](#) goes on to list options available and implementation requirements. [Administrative procedure 6:125-AP](#) reviews placement criteria and definitions, parent notifications, the referral and evaluation process and how eligibility is determined. Kankakee School District is workshop with Equal Opportunity School to increase enrolment in our AP classes and support our students' academic success. For more information visits <https://eoschools.org/>.

Agency and Police Interviews

[Board policy 7:150](#) mandates that procedures are developed for use when students need to be interviewed by agencies or the Police Department. Administrative procedure 7:150-AP are these procedures that were developed and should be used in conjunction with the Ill. Council of School Attorneys' Guidelines for Interview of Students which is available at: www.iasb.com/law/icsguidelines.cfm.

Aggressive Behavior Reporting Letter and Form

Aggressive Behavior needs to be reported to a student's parent or guardian as well as document within the student's file. [Board Policy 7:190-E1](#) was created to assist you in this task. The letter can be found in the on [page 126](#).

Animals in Education

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. For a full outline please see [Board Policy 6:100](#). An application must be approved before an animal may be brought into the school. This application can be found in our [Board Policy 6:100-E](#) or on [Page 191](#) in the forms section at the back of this handbook. Once the application has been approved, permission from the parents of students exposed to this animal must be obtained. Please use the Student Permission for Exposure to Animal(s) form found in our [Board Policy 6:100-E2](#) or on [page 324](#) in the forms section in the back of this handbook.

Assessment Calendars

Assessments provide the data used to guide instruction. Each year Instructional Programs creates an [Assessment Calendar](#) that give the dates and grade levels of assessments and testing that are given to Kankakee School District students. A copy of the 2019-2020 Assessment Calendar can be found on [page 352](#) in the addendum at the back of this handbook.

Attendance – E-Learning

E learning days allow students be counted as present for school if they meet certain criteria. Students can learn anywhere and at any time.

GRADES K thru 6

9. Students are considered present for each E- Learning day.
10. Students K thru 6 have up to two weeks from the date of the E-Learning Day to turn in their work and continue with a clear day of attendance.
11. Teachers at the end of the two-week period will mark the student absent if the packets have not been turned in.
12. If a child participated in E-Learning you do nothing to their attendance record. You leave it blank the same as if they were in the building on that particular school day.

GRADES 7 thru 12

7. Students in grade 7 thru 12 must log into Google classroom by 10:30 am. to be considered present.
8. If a student does not comply with this procedure, the teacher is to mark the student W (unexcused).
9. 7-12th grade if students do not sufficiently complete evidence of work after the 10:30 check in - they have up to 14 days to turn the work in or they will be marked unexcused.

Attendance & Truancy Procedures

Illinois law defines “chronic absentee” as a student who misses 10 percent of school days within an academic year **with or without a valid excuse**. That’s 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

Illinois law defines “chronic truant” as a student who misses 5 percent of school days within an academic year without a valid excuse. That’s nine days of an average 180-day school year. The count of chronically truant students does not include students with **excused absences**, such as doctors’ appointments or students over the age of 16, who are not legally required to attend school. Chronic truants are at risk of academic and behavioral problems. Research shows that chronic truancy has been linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults.

Truancy Reports for I-KAN and Attendance Secretaries:

1. A report for each building has been created for IKAN Truancy Officers and attendance secretaries. The grade level secretaries at the HS will receive the reports.
2. It can be found by going to : Office/Attendance Reports/Day Summary/Truancy Report

3. These reports have been automated and will run as a scheduled task. Grades K through 8 will get their reports in the morning via email. KHS and Avis will get their reports in the afternoon.
4. This report should be reviewed for inconsistencies. The appropriate corrections should be made to the student's day attendance if there are errors or missing codes.
5. Next year you will have to clone the report created and update it for the New Year. I will assist you as needed.

The full district policy and procedures on Attendance and Truancy can be found in [Board Policy 7:70](#). Administrative procedures are outlined in [Board Policy 7:70-AP1](#). Non-attendance and Late Enrollment are covered in [Board Policy 7:70-AP2](#). When a student is absent on and extended vacation, please refer to [Board Policy 7:70-R3](#) for procedures.

Attendance and Truancy is fully covered in our 2019-2020 Handbook under section 2-7 *Attendance, Tardies and Truancy* beginning on page 14.

Breastfeeding Mothers

The Superintendent or designee shall ensure that students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Please see the Administrative procedures in [Board policy 7:10-AP2](#) for a list of reasonable accommodations.

Bullying

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. [Board policy 7:180](#) clearly outlines the definition of and plan to prevent and address bullying in school. [Administrative procedure 7:180-AP](#) reviews prevention, investigation and response to bullying. Memos to staff and parents are located in [Administrative procedure 7:180-AP1-E3](#) (page 246) and [E4](#) (page 242) Forms to be completed as a result of bullying are found in [Administrative procedure 7:180-AP1-E5](#) (page 275), [E6](#) (page 206), and [E7](#) (page 291).

Bus Suspension

All students must follow the District's School Bus Safety Rules found in the [Administrative procedure 4:110-AP3](#). If a student does not follow these rules, [Board policy 7:220](#) states that the Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct.

Child Abuse and Neglected Reporting

All Kankakee School District #111 faculty members are Mandated Reporters. Training videos for this are provided through GCN and reviewed regularly as part of the annual training process. The full board policy and instructions on how to proceed sure child abuse or neglect be suspected can be found in [Board Policy 5:90](#).

CIPS

The Crisis Intervention Programing Stabilization (CIPS) program provides a streamlined placement process. The Alternative Program Referral form can be found on [page 133](#) at the back of this handbook.

Complaints about Curriculum, Instructional Materials or Programs

Persons with suggestions or complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and/or use the Uniform Grievance Procedure ([Board Policy 2:260](#)). A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form found in [Board Policy 6:260-E](#) or on [page 169](#). Information is also found in the [2019-2020 Student Handbook](#) under section 2-30 *Student and Family Privacy Rights* on page 37.

Computer Hardware Procedures

The full Board Policy [6:235-AP1](#) outlines Kankakee School District #111 procedures regarding all aspects of technology hardware. Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Computer Software Procedures

Software Procedures for Kankakee School District #111 can be found in [Board Policy 6:235-AP2](#). Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Copyright

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and School Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright. Please refer to the full [Board Policy 5:170 and 5:170-AP1](#) when considering the use of copyrighted material. Administrative Procedure [5:170-AP2](#) has been developed to outline the steps to follow in obtain permission of copyrighted material and can be found on [page 285](#).

District Website Publishing Guidelines

Kankakee School District provides a public Internet presence through the District website to share information with the community. All material published on the District website must have educational value and/or support the District's goals and policies. All material submitted is subject to treatment as a District-sponsored publication. The District reserves the right to remove any material that is in violation of its policy or procedures. Please refer to the administrative procedures in [Board Policy 6:235-AP](#) for a full overview of Kankakee school District guidelines.

Emergency Evacuation

Each should have a Safety Team that gathers annually to review the schools Emergency Evacuation Plan. Please refer to [Board Policy 4:170-AP](#) letter G for more information regarding emergency evacuations.

English Language Learners

The District offers opportunities for resident English Learners to achieve at high levels in subjects and to meet the same challenging State academic standards that all children are expected to meet. [Board policy 6:160](#) reviews the criteria for Kankakee School Districts ESL Program.

Enrollment and Registration

Registration of current students can be completed through the Skyward Family Access tab on our district's website. Registration for students new to the district can take place at any Kankakee School District building from June 1 through October 31 and at the Lincoln Cultural Center in room 216 from November 1 through the end of the school year.

[Board policy 7:50](#) reviews the admission procedure for registration to our district. [Board policy 7:60](#) covers residency. [Administrative procedure 7:60-AP2](#) explains the documents need to establish residency.

Parents will need to bring in proof of residency and a photo ID. Registration cannot take place without these two items. If students have not previously attended Kankakee School District #111, parents will also need to bring the child's official birth certificate. Board Policy states that a copy of the student's birth certificate is required to register however, [ISBE Registration Guidance](#) FAQ1 cites School Code 325 ILCS 50/51 telling us that we cannot delay a student's start date because of a missing birth certificate. Our board policy, ISBE and school code to give time lines for the parents to bring the birth certificate into the school. It is the responsibility of the school administrator to follow up with parents to obtain this copy.

If transferring from a previous school, parents will be asked to sign a request for records form so that we may obtain shot and educational records from the previous school. Otherwise, new students will be required to have physical by October 15. Students entering kindergarten, second and sixth must have a dental and all ninth graders must be current on their immunizations and show proof of a physical. See [page 388](#) in the addendum in the back of this handbook for procedures for enrolling a student after the school year has begun.

Examinations, Immunizations and Exclusion of Students

The State of Illinois requires health examinations for students attending school. [Board policy 7:100](#) maps out what exams are required for certain grade levels. The State has published [Clarification of the Immunization Status of Students](#) for parents to know which immunizations are due at each grade level.

Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. [Board policy 7:260](#) reviews what is need as covered in the Medical Practice Act. Students may also request exemption for reasons stated in [Board policy 6:310](#). Students in 7th and 8th grade may request exemption because of ongoing participation in interscholastic or extracurricular athletic program.

Family Life and Sex Education Classes

The major educational areas of the District's comprehensive health education program are described in [Board policy 6:60-AP](#). Parents must be notified that their student is enrolled in Family Life and/or Sex Education classes. The letter in [Board policy 6:60-E](#) should be sent prior to the start of instruction. Should a parent wish to examine the instructional materials please have them complete [Board policy form 6:60-E3](#). Both this letter and request form can be found on [page 253](#) and [page 283](#) in the forms section in the back of this handbook.

Field Trip Guide Lines and Permission/Waiver Form

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives. [Board policy 6:240](#) states that all field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts and liability concerns. Guidelines for all field trips can be found in [Board policy 6:240-AP](#). The Field Trip Permission and Waiver form in [Board policy 6:240-E](#) is now include on Skyward as part of the registration process. A copy of this form is also included in on [page 187](#) in the forms section in the back of this handbook. **Field trips must be entered and approved by the building administrator in Trip Tracker at least 10 days prior to a field trip.** Sack lunch requests must be completed and turned into the head cook in your building 14 days prior to the field trip. A copy of this form can be found on [page 294](#) in the forms section in the back of this handbook. Board approval is needed for any field trips requiring an overnight stay. See [Board policy 6:240-R](#) for the complete procedure guidelines for an overnight stay.

Free and Reduced-Priced Food Service

The Superintendent shall be responsible for implementing the District's free and reduced-price food services policy and all applicable programs. [Board policy 4:130](#) reviews the criteria and procedures for applying for this service. During the 2019-2020 school year, free breakfast and lunch is available to all students. During years that free meals are not provided to all students the memo found in [Exhibit 4:130-E](#) or similar is used to notify staff, student and parents of charges. [Administrative procedure 4:140-AP2](#) outlines steps for collecting Food Service Fees in years that it is applicable. A copy of this memo is located on [page 188](#) in the forms section in the back of this handbook.

Gifted Program

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. [Board policy 6:130](#) discusses eligibility and monitoring this program. [Administrative procedure 6:130-AP](#) covers what should be included in a program for Gifted and Talented Students. Every school year beginning in December, all second grade students are testing for the gifted program. A permission slip is included in the registration process for all incoming second grade students. If a parent wishes to have their child tested to see if they qualify for the Gifted and Talent Program they should complete a [Request for Gifted Testing](#) form to the Director of District Improvement. [Permission slips](#) are needed for any student, other than second grade students, being re-tested or tested for the first time. A copy of this permission slip can be found on [page 190](#) in the forms section of this handbook.

Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to parents/guardians. The system shall also determine when promotion and graduation requirements are met. [Board policy 6:280](#) reviews the requirements and exceptions. [Administrative procedure 6:280-AP](#) reviews the frequency of reporting grades to parents as well as suggested methods used for parent communication. Weighted Grades will be used to determine the honor roll, and academic awards, as well as rank in class. [Administrative procedure 6:290-AP4](#) reviews procedures and classes that qualify for weighted grades.

Harassment of Students

[Board policy 7:20](#) clear states that no person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other

distinguishing characteristic. See [Administrative policy 7:20-AP](#) for procedures to inform staff of the appropriate response to allegations of harassment.

Head Injuries

[Board policy 7:305](#) was developed and implemented to manage concussions and head injuries suffered by students. [Administrative procedures 7:305-AP](#) reviews state law and school code that discusses implementation and a Concussion Oversight Team as well as training for coaches, assistant coaches, athletic trainers and nurses.

High School Graduation Policy

Kankakee School District #111 graduation policy is covered in [Board policy 6:30](#) that aligns with School Code. If a student wishes to graduate early, [Administrative procedure 6:300-AP](#) covers steps that need to be taken and necessary requirements met for a student to graduate early. A full list of courses/credits need for graduation can be found in [Administrative procedure 6:300-API](#).

Men and women who left high school to serve in the military during WWII, the Korean Conflict or the Vietnam Conflict are eligible to receive their high school diploma. The application found in [Administrative procedure 6:300-E1](#) must be completed and turned into the Superintendent of Schools.

High School Credit for Students in 7th or 8th Grades

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma when: the course is offered by the high school that the elementary student would attend. [Board policy 6:315](#) states the specific criteria that must be met. A student who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit for the course.

High School Credit for Proficiency

A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. [Board policy 6:320](#) covers instances when a proficiency credit may be given.

High School Senior Attending KSD When Parents Move

Kankakee School District does not currently have a Board policy regarding high school seniors whose families moved during their junior year or the summer between their junior and senior year and the student wishes to graduate from Kankakee High School. Past practice has been that we follow [IHSA Constitution, Section 3.034.2](#) that allows students **in good standing** who have attended on school their entire school career to continue their education in said school. The full policy is included on [page 423](#) in the addendum of this handbook.

Home & Hospital Education

A student who is absent from school or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. [Board policy 6:15](#) reviews the eligibility criteria a student must meet to qualify. This policy also covers students who are unable to attend classes due to pregnancy.

Homeschool

[Board policy 7:35](#) lists the instances when Kankakee School District #111 will enroll, on a part- or full-time basis, students who previously attended or currently attend a home school program. All homeschool records are handled through the local Regional Office of Education. For more information, please see the ISBE Home School FAQ found on [page 430](#) in the addendum in the back of this handbook.

Homeless Student Education

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. [Board policy 6:140](#) defines a homeless child and reviews attendance practices. [Administrative procedure 6:140-AP](#) covers transportation, student designate, homeless liaison, school placement and principal's duties. [Homeless education form](#) (found on [page 195](#)) should be completed as should a letter of residency found on [page 223](#).

Homework Policy

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. [Board policy 6:290](#) provides guidance for homework requirements. [Administrative policy 6:280-AP3](#) defines homework, clarifies its purpose and explains the use of grading homework.

Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with, (1) State Law and Ill. State Board of Education (ISBE) rules. [Board policy 6:230](#) covers the standards that should be followed. [Administrative procedure 6:230-AP](#) reviews the policy, lists objectives, responsibility for selection and criteria for selection of learning resources.

Migrant Students

Kankakee School District has a program for our migrant students. When a migrant student is identified, we assess their educational and related health and social needs. [Board policy 6:145](#) identifies services to be included to both the migrant student and their parents.

Mobile Device Use and Expectation Form

[Form 6:235-E6](#) informs employees of their liability while using District issued devices. It covers step-by-step what the employee is responsible for and the allowed use. A copy of this form is available on [page 247](#) in the Forms section in the back of this handbook.

Parent & Family Engagement

Board policy 8:95 was written to assure collaborative relationships between students' families and the Board of Education and District personnel, and to enable parent(s)/guardian(s) to become active partners in education. The full policy list procedures to follow. The School Parent & Family Engagement Policy/Plan Checklist found on [page 302](#) in the Forms section back of this of this handbook provides a complete checklist for executing and event that complies with our Title I grant.

Parent Teacher Organization

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance. Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. To do so the group's bi-laws must contain one of the rules or procedures listed in [Board policy 8:90](#).

Parents Right to Know

[Board policy 5:190](#) defines the term teacher and qualifications necessary. When a teacher does not have the necessary credentials to teach a specific subject or grade level and is paid for using Title I funds, the District is require to inform parents. The letters located in [5:190-E1](#), [5:190-E2](#), and [5:190-E3](#) are samples of the letters that must be mailed to parents to remain in compliance with Title I. Copies of each are on [page 251](#) and [page 252](#) in the form section of this handbook.

Past Due Fees

Past due fees must be paid before a student receives their diploma or an official copy of their high school transcript. The high school advises families of the past due fees periodically. The Registrar will verify past due fees with the high school bookkeeper and then let the former student know that without payment in full, we will not release their diploma. The Registrar will provide an unofficial transcript upon request but until past due fee are resolved the transcript will not be official. [Board policy 4:45](#) reviews steps that could be taken if the district chose to pursue collection. [Administrative procedure 4:45-AP2](#) reviews the step by step procedures. The district makes every effort to collect past due fees without resorting to legal action.

Physical Restraint

[Administrative procedure 7:190-AP4](#), located within the [Board Policy 7:190](#) on Student Behavior, clearly outlines that isolated time out and physical restraint shall be used only as a means of maintaining discipline in schools (that is, as a means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, that is, as a form of punishment. When a student is physically restrained a Document Physical Restraint form must be completed. This form can be found in [Board policy 7:190-E2](#) or on [page 170](#) in the Forms section in the back of this handbook.

Placement of Non-public School Students transferring into the District

[Administration procedure 7:40-AP](#) covers all the steps to be taken when placing a non-public school or homeschool student who is transferring into our District.

Program Descriptions

Kankakee School District is proud to offer parent choice throughout the district. Our [K-8 Parent Choice Brochure](#) briefly describes the programs available to our K-8 students. Program descriptions for the high school are available in their [Course Planning Guide](#).

Prolonged Approved and Unapproved Student Absences

Regular absences are covered in [Board policy 7:70](#). Prolonged absences are covered in the [Administrative procedure 7:70-R3](#). Students in grades 8-12 who have missed ten or more days per semester cannot be excused for vacation day as covered in the Administrative procedures.

Report Card & Progress Report Calendars

At the start of each school year Information Systems works with Instructional Programs to develop a Report Card and Progress Report Calendar. This calendar is forwarded to all building administrators and should be shared with staff. A copy of this calendar for the 2019-2020 school year can be found on [page 449](#) in the addendum of this handbook.

Retention

When any alteration in a student's normal progression through school is contemplated, [Administrative procedure 6:280-AP2](#) outlines the steps necessary to create the best education plan possible to help this student.

Safety and Security Plan

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event per [Board policy 4:170](#). [Administrative procedure 4:170-API](#) contains the Comprehensive Safety and Security Plan. Communication regarding our Safety and Security Plan is covered in [Administrative procedure 4:170-AP2](#). Sample parent notifications such as [Informing Parents](#)

[About Offender Community Notification Laws](#) (page 202), [Letter to Parents/Guardians Regarding Student Safety](#) (page 233) [Targeted School Violence Prevention and Threat Assessment Education](#) (page 326), [Letters to Parents/Guardians Regarding Educational Programs about the Dangers of Underage Drinking](#) (page 231), [Letter to Parents/Guardians about Disruptive Social Media Apps; Dangers](#) (page 230), [Letter to Parents/Guardians about Preventing and Reducing Incidences of Sexting](#) (page 226), and [Letters to Staff and Parents/Guardians of CPR and AED Video](#) (page 260).

School Uniforms

In January 2015 [Board policy 7:165](#) was put in place stating that all students will be required to wear school uniforms to school on all school attendance days, in order to maintain and promote orderly school functions, student safety, and a positive learning environment. The Building principal is authorized to designate days on which this uniform policy is relaxed. [Administrative procedure 7:165-API](#) covers the specifics of what students are allowed to wear. Parents needing assistance with school uniforms should complete the form [7:165-E1](#) found on [page 142](#) in the Forms section at the back of this handbook.

School Visitors

Any person other than an enrolled student or employee is deemed a visitor and should report to the buildings office for permission to remain on the property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. [Board policy 8:30](#) explains all procedures and exceptions for school visitors. Additional information on Visitors to Schools can be found in [Board policy 8:50](#). [Board policy 8:95-E1](#) is a letter that explains the School Visitation Rights Act to parents. This letter can be found on [page 220](#) in the back of this handbook. This explanation can also be found in the [2019-2020 Handbook](#) in section 2-28 on page 35.

School Wellness Policy

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. [Board policy 6:50](#) shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). Our school wellness policy is also covered in section 2-39 on pages 47-51 in the [2019-2020 Handbook](#).

Search and Seizure

In order 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. "School authorities" includes school liaison police officers. [Board policy 7:140](#) reviews proper protocol for search and seizure. [Administrative procedure 7:140-E](#) explains the letter that should be sent advising parents of the search and subsequent seizure. A copy of this letter can be found on [page 235](#) in the Forms section of this handbook.

Skyalert Messaging System

To reach a specific group of parents or employees, Kankakee School District uses Skyalert Messaging System. Each principal has the ability to record and send a Skyalert “robo-call” message to your students and/or staff. Access to this program and training need to be handled by our Instructional Technology staff. To request access or training please complete a Help Desk request.

Student and Family Privacy Rights

[Board policy 7:15](#) covers student and family privacy rights regarding surveys, personal information, and instructional materials. When a student is asked to participate in a survey parents/guardians must be notified. [Administrative procedure 7:15-E](#) is a sample letter to parents. A copy of this letter can be found on [page 259](#) in the Forms section of this handbook.

Student Computer Network Agreement

Like staff, students and parents are required to sign a Computer Network Agreement. A copy of the Student Computer Network Agreement can be found under the [Administrative procedures 6:235-E2](#) and in Section 4 on page 68 of the [2019-2020 Handbook](#). This form is also included in Skyward when registering a student for school. A copy of this form can be found on [page 323](#).

Student Discipline

The goals and objectives of [Board policy 7:190](#) 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.

[Administrative procedure 7:190-AP7](#) contained within this policy reviews the guidelines to improve school discipline.

Student Fee Waiver Application

The application for fee waiver is completely independent from the District process for determining eligibility for free meals. Fee waivers are part of the registration process. The paper application is found in [Board policy 4:140-E1](#) and on [page 144](#) in the Forms section of this handbook. If a family’s request to waive fees is denied, families have the right to appeal that decision. The form found in [Administrative procedure 4:140-E2](#) needs to be completed. A copy of this form is on [page 289](#) in the Forms section of this handbook.

Student Fund Raising Application

[Board policy 7:325](#) reviews allowable fund raising activities by Kankakee School District students. Guidelines for fundraising can be found in [Administrative procedure 7:325-AP1](#). A copy of the application (7:235-E1) can be found on [page 138](#) in the back of this handbook.

Student Handbook

Each year a new [Kankakee School District Handbook](#) is created. This handbook aligns with our board policies, School Code and rules and regulations set forth by the Illinois State Board of Education. This handbook is cross referenced with our current Board Policies.

Student Laptop Procedures

The same procedures apply to student use of laptop computer is the same as an employees. The full policy can be found in [Board policy 6:235](#).

Student Records Policy

School student records are confidential. [Board policy 7:340](#) states that information from them 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 identified individually that is maintained by a school or at its direction by a school employee.

[Administrative procedure 7:340-AP1](#) defines terms and explains procedures. [Administrative procedure 7:340-AP2](#) lists controlling statutes such as keeping student records for 60 years.

[Administrative procedure 7:340-AP1, E1](#) explains that when a student enrolls or transfers to the school, the school must notify the student and the parent/guardian of their rights concerning school student records. When a student is withdrawn, transferring or graduating for our district, student and parents/guardians must be provided with a destruction of school records schedule. A sample letter can be found in [Administrative procedure 7:240-AP2, E1](#).

Students Right to Privacy

[Board policy 7:15](#) reaffirms a students and families privacy rights as it pertains to surveys and instructional materials. [Administrative procedure 7:15-E](#) is a sample letter to use to notify parents of family privacy rights. A copy of this letter is included in the Forms section of this handbook on [page 259](#).

Student Suspension

Procedures for student suspensions are outlined in [Board policy 7:20](#). This policy discusses both in-school and out-of-school suspensions. Anytime a student is suspended out-of-school a Short Term or Long Term Out-of-School Suspension form needs to be completed in Skyward. A sample of each form is included in the forms section of this handbook. Short term suspension is on [page 312](#) and long-term suspension is found on [page 239](#).

Student Transcript

If a current student or past student have access to a debit or credit card, transcript(s) may be ordered on the website www.parchment.com. There is a \$3.15 fee per transcript. An email address is required to register with www.parchment.com. The student's transcript will be sent electronically to the email address. If a current student or past student owes fees an unofficial transcript will be sent. Seniors will receive unofficial transcripts until a graduation date is provided. There is a 24-hour turnaround requirement.

If a current student or past student does not have access to a debit or credit card, they may contact Instructional Programs at 815.802.7725 or request a copy of their transcript(s) at Lincoln Cultural Center, room 216 by completing the necessary paperwork. The cost is \$2.00 per transcript along with the 24-hour turnaround requirement.

Student Voter Registration

The Board of Education directs the District's administration to provide students with an opportunity to learn and practice the principles of civic responsibility. To achieve this, the High School Principal or the designee may be appointed deputy registrar by the county clerk. If appointed, the high school principal or the designee may accept voter registrations of eligible students in the high school. [Board policy 3:62](#) states that voter registration shall only occur in May or September.

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 Board goals. [Board policy 7:290](#) outlines protocols and procedures for these goals. [Administrative procedure 7:290-AP](#) is a resource guide for Implementation of Suicide and Depression Awareness and Prevention Program.

Technology Computer and Network Use Policy

Full disclosure and understanding in the partnership between parents, students, staff, and volunteers with regard to District technology and its use are essential. Please review [Board policy 6:235](#) for the full policy.

Teen Dating Violence

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 [Board policy 7:185](#), 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. A sample memo to Parents/Guardians Regarding Teen Dating Violence can be found at [7:185-E](#). A copy of this letter can also be found on [page 244](#) in the Forms section of this handbook. [Administrative procedure 7:10-API](#) covers accommodation transgender students or gender non-conforming students.

Transgender Students

[Board policy 7:10](#) clearly states that equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy.

Transportation

[Board policy 4:110](#) aligns with School Code and state law by providing free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, criminal gang activity safety hazard, and adequate public transportation is not available.

Routing for busing is done electronically through Skyward so it is imperative that data is entered correctly. It takes 3-5 days to route a student. All buildings should communicate directly with the Director of Transportation at x7740 and not call the bus company.

Visitors in School

Any person other than an enrolled student or employee is deemed a visitor and should report to the buildings office for permission to remain on the property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. [Board policy 8:30](#) explains all procedures and exceptions for school visitors. Should a registered sex offender request to visit the school he or she must complete a request and letters must be sent to parents. [8:30-E1](#) is a sample of the letter that should be send and [8:30-E2](#) is the request to visit school property that must be completed by the registered sex offender. Copies of both of these documents can be found on [page 225](#) and [page 161](#) in the Forms section of this handbook.

Weighted Grades

Weighted Grades will be used to determine the honor roll, and academic awards, as well as rank in class. [Administrative procedure 6:290-AP4](#) reviews procedures and classes that qualify for weighted grades. For the full Grading and Promotion policy see [Board policy 6:280](#).

Wellness Policy

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. [Board policy 6:50](#) shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). Our school wellness policy is also covered in section 2-39 on pages 47-51 in the [2019-2020 Handbook](#).

Student Support Services

504 Plans

The **504 Plan** is a **plan** developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Section 504 of the Rehabilitation Act is explained in our 2019-2020 district handbook in section 2-29 on page 32. [Board Policy 6:120](#) offers further information including [6:12AP1 Notice to Parents/Guardians Regarding 504 Rights](#). A copy of the letter found in [6:12-AP1,E1](#) can be found on page 245 in the Forms section of this handbook

Administering Medicines to Students

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. 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. [Administrative procedure 7:270-AP](#) covers steps necessary to follow when a child needs medication during the school day. The School Medication Authorization Form can be found at [7:270-E](#) or on [page 299](#) in the Forms section at the back of this handbook.

Allergies

Students with severe or life-threatening allergies may qualify for a 504 plan. The letter located at [7:285-E1](#) should be sent to parents with severe or life-threatening allergies. A medical authorization form [7:285-E6](#) should be completed and part of the student's Severe Allergy Emergency Plan. Copies of both of these documents can be found on [page 308](#) and [page 309](#) in the Forms section of this handbook.

At Risk Students

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. Please see [Board Policy 6:110](#) for a full list of support services and interventions you should offer at risk students. At-Risk students are also addressed in the [2019-2020 Handbook](#) under 2-24 *Programs for Students at Risk of Failure and/or Dropping Out of School and Graduation Incentives Program* on page 28.

CIPS

The Crisis Intervention Programming Stabilization (CIPS) program provides a streamlined placement process. The Alternative Program Referral form can be found on [page 133](#) at the back of this handbook.

Exemption from Physical Education

A student who is eligible for special education may be excused from physical education courses under certain situations. See [Board policy 7:260](#) for a list of acceptable situations. A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. [Board policy 7:285](#) discuss the districts program to eliminate the risks of exposure to allergens when a student is at school. [Administrative procedure 7:285-AP](#) covers the implementation of this policy. The letter found in [7:285-E5](#) should be sent to parents of classmates when a student has a severe food allergy. A copy of this letter is located on [page 308](#). Forms [7:285E2 \(page 238\)](#), [7:285-E3 \(page 132\)](#), [7:285-E4 \(page 131\)](#), [7:285-E8 \(page 265\)](#) and [7:285-E6 \(page 309\)](#) should all be on file for the student with allergies.

Head Lice

[Administrative procedure 7:250-API](#) reviews the steps to be taken to control the spread of head lice.

Health, Eye & Dental Exams

The State of Illinois requires health examinations for students attending school. [Board policy 7:100](#) maps out what exams are required for certain grade levels. The State has published [Clarification of the Immunization Status of Students](#) for parents to know which immunizations are due at each grade level.

Home & Hospital Education

A student who is absent from school or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school because of a medical condition may be eligible for instruction in the student's home or hospital. [Board policy 6:15](#) reviews the eligibility criteria a student must meet to qualify. This policy also covers students who are unable to attend classes due to pregnancy.

Maintaining Student Discipline

The goals and objectives of [Board policy 7:190](#) 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.

[Administrative procedure 7:190-AP7](#) contained within this policy reviews the guidelines to improve school discipline.

Physical Restraint

[Administrative procedure 7:190-AP4](#), located within the [Board Policy 7:190](#) on Student Behavior, clearly outlines that isolated time out and physical restraint shall be used only as a means of maintaining discipline in schools (that is, as a means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, that is, as a form of punishment. When a student is physically restrained a Document Physical Restraint form must be completed. This form can be found in [Board policy 7:190-E2](#) or on [page 170](#) in the Forms section in the back of this handbook.

Responding to Students with Social, Emotional or Mental Health Problems

[Administrative procedure 7:250-AP2](#) reviews committees, reports and referrals to be used if a staff member suspects a student of having social, emotional or mental health problems.

Service Animals

State and federal law allow a student with a disability to be accompanied by a service animal that is individually trained to perform work or tasks for the benefit of a student. Administrative procedures and a full explanation on allowing service animals in school can be found in [Board Policy 6:120-AP3](#).

Social and Emotional Learning

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards as described in [Board policy 6:65](#).

Student Support Services

[Board policy 7:250](#) reviews the services provided by Kankakee School District's Student Support Services division.

Students with Communicable and Infectious Diseases

Board policy 7:280 states that a student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the District's policies. [Administrative procedure 7:280-AP](#) outlines those procedures for managing students with communicable and infectious diseases.

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 Board goals. [Board policy 7:290](#) outlines protocols and procedures for these goals. [Administrative procedure 7:290-AP](#) is a resource guide for Implementation of Suicide and Depression Awareness and Prevention Program.

Technology and Information Systems

Chromebook Sign-in/Out Procedures

Procedures for Laptop/Chromebook sign-in/sign-out can be found in [Administrative procedures 6:235-E7](#).

Computer Backup

Please see the full [Board Policy 5:130](#) on the Responsibilities Concerning Internal Information and the [Administrative Procedure 5:130-AP](#).

Computer Hardware Procedures

The full Board Policy [6:235-API](#) outlines Kankakee School District #111 procedures regarding all aspects of technology hardware. Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Computer Software Procedures

Software Procedures for Kankakee School District #111 can be found in [Board Policy 6:235-API](#). Please remember, the district has a Technology and Curriculum Review Committee that must approve current and future applications and devices. The proposal form can be found in [Board Policy 6:235-E5](#) and on [page 166](#).

Copyright

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and School Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright. Please refer to the full [Board Policy 5:170 and 5:170-API](#) when considering the use of copyrighted material. Administrative Procedure [5:170-API](#) has been developed to outline the steps to follow in obtain permission of copyrighted material and can be found on [page 285](#).

Curriculum and Technology Proposal Form

To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and finance related implications of all proposals. To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum

Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and finance related implications of all proposals. Please see the form in our [Board Policy 6:325-E5](#) or on [page 166](#) in the back of this handbook.

District Website Publishing Guidelines

Kankakee School District provides a public Internet presence through the District website to share information with the community. All material published on the District website must have educational value and/or support the District's goals and policies. All material submitted is subject to treatment as a District-sponsored publication. The District reserves the right to remove any material that is in violation of its policy or procedures. Please refer to the administrative procedures in [Board Policy 6:235-AP](#) for a full overview of Kankakee school District guidelines.

E-mail Retention

Email, including attachments that are sent or received by the District or District employees may be, depending on their content, subject to disclosure under the Freedom of Information Act and/or discovery in litigation as evidence in support of a claim. Employees must use the same standards of judgment, propriety, and ethics with email as they do with other forms of school business-related communications. Accordingly, employees have the same responsibilities for email messages as they do for any other communication. Please see the full [Board Policy 5:130](#) on the Responsibilities Concerning Internal Information and the [Administrative Procedure 5:130-AP](#).

Help Desk Request

All requests for maintenance and technology assistance are handled through our district Help Desk. Each district computer has a "Help Desk" icon. If you're not using a district computer you can access the program through our district webpage. Simply click on staff and scroll down and click on the Think Help Desk at the bottom of the list. This will open up a window that allows you to request assistance from our maintenance department, technology staff or learning partners.

Instructional Materials and Computer Programs Development within the Scope of Employment

Curriculum, presentations, trainings, websites and other instructional material designed and/or written by an employee of Kankakee School District #111 within the scope of District employment are works made for hire and belong to the District. For the full definition please see [Board policy 5:170-AP3](#).

Mobile Device Use and Expectation Form

[Form 6:235-E6](#) informs employees of their liability while using District issued devices. It covers step-by-step what the employee is responsible for and the allowed use. A copy of this form is available on [page 247](#) in the Forms section in the back of this handbook.

Personal Technology and Social Media: Usage and Conduct

Kankakee School District #111 has a policy in place for all personnel regarding the use of personal technology and social media. [Board policy 5:125](#) defines and lists standards and rules staff is expected to adhere to while employed by our district. Furthermore, each employee should have received a copy of this policy and have signed [Board policy form 5:125-E](#). This form can be found online or on [page 176](#) in the Forms section at the back of this handbook.

Report Card and Progress Report Calendar

At the start of each school year Information Systems works with Instructional Programs to develop a Report Card and Progress Report Calendar. This calendar is forwarded to all building administrators and should be shared with staff. A copy of this calendar for the 2019-2020 school year can be found on [page 449](#) in the addendum of this handbook.

Skyalert Messaging System

To reach a specific group of parents or employees, Kankakee School District uses Skyalert Messaging System. Each principal has the ability to record and send a Skyalert “robo-call” message to your students and/or staff. Access to this program and training need to be handled by our Instructional Technology staff. To request access or training please complete a Help Desk request.

Staff Computer Network Agreement

The Computer and Network Use Policy is fully explained in [Board policy 6:235](#). Part of this policy is the Staff Computer and Network Agreement found under the [Administrative procedures 6:235-E1](#). A copy of this form can be found on [page 322](#) in the back of this handbook.

Student Computer Network Agreement

Like staff, students and parents are required to sign a Computer Network Agreement. A copy of the Student Computer Network Agreement can be found under the [Administrative procedures 6:235-E2](#) and in Section 4 on page 68 of the [2019-2020 Handbook](#). This form is also included in Skyward when registering a student for school. A copy of this form can be found on [page 323](#).

Student Laptop Procedures

The same procedures apply to student use of laptop computer as the same as an employee. The full policy can be found in [Board policy 6:235](#).

Technology Computer and Network Use Policy

Full disclosure and understanding in the partnership between parents, students, staff, and volunteers with regard to District technology and its use are essential. Please review [Board policy 6:235](#) for the full policy.

Video Surveillance

[Board policy 8:35](#) authorizes the use of video cameras on district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. Viewing of these videos is restricted. See [Administrative policy 8:35-R](#) for details.

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Operational Services**Exhibit – Accident or Injury Form**

The supervisory staff member must complete this form for submission to the Superintendent whenever any person, student, or adult, is injured on District property or at a District sponsored event.

Name of injured person _____

School _____

Age _____ ☐ Male ☐ Female Telephone _____

Address _____

Class, activity, or event _____

Accident location _____

Accident date _____ Time of accident _____

How did the accident occur? (Describe sequence of events) _____

Nature and extent of injury _____

Doctor or hospital _____

Emergency contact notified? ☐ Yes ☐ No If no, explain why: _____

If yes, provide the following:

Contact name _____ Relationship _____

Time and method of contact _____ By whom _____

Witnesses Information

| Name | Address | Telephone |
|------|---------|-----------|
| | | |
| | | |
| | | |

First aid administered? ☐ Yes ☐ No

If yes, describe first aid administered and by whom: _____

If student, number of days lost _____

Supervisor (*please print*) _____

Signature _____

Date _____

[Submit Report to Business Office]

Revised: September 1997

January 2013

October 23, 2017

Students

Exhibit - Acknowledgement of Receiving Student Behavior Policy and Student Conduct Code

Board policy 7:190, *Student Behavior* and the *Student Conduct Code* were developed to help all students receive quality instruction in a safe and positive educational environment. Board policy 7:190, *Student Behavior*, is contained in the *Student Conduct Code*.

Please review and discuss the Board policy on *Student Behavior* and the *Student Conduct Code* with your child, sign this sheet, and return it to your child's school. Should you have any questions, please contact your child's Building Principal.

You may access electronic copies of the Board policy on *Student Behavior* and the *Student Conduct Code* on the District website: www.ksd111.org

Failure to return this acknowledgement and pledge will not relieve a student or the parent/guardian from being responsible for knowing and complying with the rules contained within the Board policy on *Student Behavior* and the *Student Conduct Code*.

Acknowledgement

I acknowledge receiving the Board policy on *Student Behavior* and the *Student Conduct Code*, and I have reviewed them and understand the responsibilities contained in them.

Parent/Guardian: _____ Date: _____

I acknowledge receiving the Board policy on *Student Behavior* and the *Student Conduct Code*. I pledge to follow the *Student Behavior* policy and *Student Conduct Code* and to help maintain a safe and positive school environment.

Student: _____ Date: _____

[March 2017]



Students

Exhibit - Aggressive Behavior Reporting Letter and Form

Dear Parent(s)/Guardian(s):

Please be advised that your child engaged in behavior that, if repeated, may escalate into aggressive behavior, such as bullying. Illinois law requires school districts to notify the parent or guardian of a child who demonstrated behaviors that put him or her at risk for aggressive behavior.

The School Board policy on student behavior prohibits a student while at school or a school-related activity from: (1) engaging in any kind of bullying or aggressive behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct. This early notification is intended to help all of us work together to avoid repetition of the behavior.

Student _____ Incident date _____

Incident location _____ Incident time _____

Reported by _____ Reporting date _____

Description of the behavior: *(Reporters, be specific. Describe what happened, what harm resulted, the child's explanation, and any known or suspected causes for what happened.)*

Follow-up conference: I or someone from my office will telephone you to schedule an in-person meeting or telephone conference to discuss what occurred and ways to help your child, (1) be aware of how others were affected by the behavior, and (2) to understand boundaries and manage conflict.

The following consequence(s) or intervention(s) is/are recommended:

- ☐ Counseling or other support services for your child.
- ☐ Providing opportunities for all individuals involved in an incident to reach a resolution.
- ☐ Enabling your child to make amends for the harm caused.
- ☐ Suggesting your child receive non-District affiliated ~~psychological~~ services

The District is committed to helping those involved learn from this experience.

Building Principal

Date

Students

Exhibit - Agreement To Participate

On District letterhead

Each student and his or her parent/guardian must read and sign this *Agreement to Participate* each year before being allowed to participate in interscholastic athletics or intramural athletics. The completed *Agreement* should be returned to the Athletic Director.

Student Name (printed) _____

1. I wish to participate in the interscholastic athletics or intramural athletics that are circled: baseball, basketball, cheerleading, cross country track, football, golf, marching band, soccer, softball, swimming and diving, tennis, track, volleyball, wrestling, other (identify sports) _____. (Another *agreement* must be signed if the student later decides to participate in a sport not circled above).
2. 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.
3. Before I will be allowed to participate, I must: (a) provide the School District with a certificate of physical fitness (the Pre-Participation Physical Examination Form from the IHSA or 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 Acknowledgement & Consent Form, Acknowledgement and Consent. IHSA refers to the Illinois High School Association and IESA refers to the Illinois Elementary School Association.
4. 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.
5. I understand that Board policy 7:305, *Student Athlete Concussions and Head Injuries*, requires, among other things, that a student athlete who exhibits signs and symptoms, or behaviors consistent with a concussion or head injury must be removed from practice or competition at that time and that such 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, physician assistant, treating advanced practice registered nurse, or a certified athletic trainer working under the supervision of a physician.
6. 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 Kankakee 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.

Student Signature

Date**To be read and signed by the parent/guardian of the student:**

1. I am the parent/guardian of the above named student and give my permission for my child 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. I also acknowledge having received the attached *Concussion Information Sheet*.

Parent/Guardian Signature

Date**Emergency Contact Information**

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

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 can’t 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 fully appear. 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 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
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or displays incoordination
- 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 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 of time 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 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's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/ConcussionInYouthSports/>

Adapted by the Illinois High School Association from the CDC and the 3rd International Conference on Concussion in Sport, Document created 7/1/2011.

(February 1995)

Revised: June 25, 2012
 February 12, 2018

EMERGENCY ACTION PLAN
ALLERGIES

Student's Name: _____ D.O.B.: _____

School _____ Date _____

Allergy to:

Asthma: _____ Yes (high risk for severe reaction) _____ No

Summary of findings:

Student's signs and symptoms of a reaction:

SIGNS OF AN ALLERGIC REACTION INCLUDE:**Systems**

- **Mouth/throat:** itching & swelling of the lips, mouth, or tongue/a sense of tightening in the throat, hoarseness, a hacking cough
- **Skin** hives, itchy rash, and/or swelling about the face or extremities
- **Gut** nausea, abdominal cramps, vomiting, and/or diarrhea
- **Lung** shortness of breath, repetitive coughing, and/or wheezing
- **Heart** "thready" pulse, "passing-out", dizziness

Symptoms:

The severity of symptoms can quickly change. All above symptoms can potentially progress to a life-threatening situation!

ACTION PLAN FOR MAJOR REACTION**See attached Treatment Authorization.**

1. Give epi-pen immediately. Directions for use attached to epi-pen.
2. DO NOT HESITATE TO CALL RESCUE SQUAD....CALL 911
3. Hospital of choice is:
4. Notify parents.

Developed: January 10, 2011



Kankakee School District #111
Allergy History Form

(Return to Nurse/Designated School Personnel (DSP))

Dear Parent/Guardian of:

Date:

According to your child's health records, he/she has an allergy to:

Please provide us with more information about your child's health needs by responding to the following questions and returning this form to the school office.

- 1) When and how did you first become aware of the allergy?

- 2) When was the last time your child had a reaction?

- 3) Please describe the signs and symptoms of the reaction.

- 4) What medical treatment was provided and by whom?

- 5) If medication is required while your child is at school, the enclosed Emergency Action Plan (EAP) form must be completed by a licensed medical provider and parent/guardian.

- 6) Please describe the steps you would like us to take if your child is exposed to this allergen while at school.

Parent or Guardian: _____ Date: _____

Print Name: _____

Developed: January 10, 2011



**Kankakee School District 111
Alternative Program Referral Form
Student Support Services Department**

District Office Use:

Date Received: _____

Date Reviewed: _____

| | |
|---|--|
| Date: | Name of person(s) making referral AND phone #: |
| Student: | STUDENT ID #: |
| School: | M <input type="checkbox"/> F <input type="checkbox"/> |
| Address: | Email: |
| Current Grade: | DOB: |
| Parent/Guardian: | Parent Phone and Work #: |
| Grade Student Should Be In: | Anticipated Date of Graduation (HS Only): |
| Number of Credits Needed: | Credits Already Obtained (HS Only): |
| Subject(s) student enjoys/excels in: | Does not perform well in: |
| Suggested Building-Based Alternative Education Classroom: <input type="checkbox"/> OUT OF DISTRICT RACC PROGRAM – <i>Superintendent must sign off</i> <input type="checkbox"/> OUT OF DISTRICT SALT PROGRAM <input type="checkbox"/> AVIS HUFF CIPS PROGRAM <input type="checkbox"/> AVIS HUFF IMPACT PROGRAM Does the student have an IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No **If Yes, IEP Date: _____ <input type="checkbox"/> 504 <input type="checkbox"/> EL (Translator needed Yes <input type="checkbox"/> No <input type="checkbox"/>) Language: Discipline Records: <input type="checkbox"/> Yes <input type="checkbox"/> No Referral court documents: <input type="checkbox"/> Yes <input type="checkbox"/> No Foster placed: <input type="checkbox"/> Yes <input type="checkbox"/> No | School Case Manager/Counselor and Phone Number (appropriate social worker, guidance, etc.): Other community agency workers (if applicable, DCF, probation, etc.): |

DESCRIBE IN DETAIL TO THE QUESTIONS LISTED BELOW:

Reason for referral (be specific – why does this student require this intervention?):

Is this a temporary referral placement? If yes, why? Length of stay?

Area of Concern within the past year (if Yes, rate level of concern as 1 – Mild; 2 – Moderate; 3 – Serious)

N/A Yes No

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Failing all core subjects even after interventions ____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Peer Relationship: “hangs out” with “misbehaving” peers ____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | School Tardiness/Truancy: for serious truancy, circle one [Habitual/Chronic] ____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Verbally Aggressive/Inappropriate with (circle all that apply): Teachers / Peers / Parent figures ____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Physically Aggressive/Inappropriate with (circle all that apply): Teachers / Peers / Parent figures ____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dangerous Behavior Toward (circle all that apply): Teachers / Peers / Parents / Self ____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Chemical Use or Dependency: Alcohol: <input type="checkbox"/> Admits <input type="checkbox"/> Denies Drugs: <input type="checkbox"/> Admits <input type="checkbox"/> Denies ____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Perpetrator of abusive behavior (circle): Physical / Sexual ____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Victim of abusive behavior (circle): Physical / Sexual ____ |

Describe student strengths, likes, and interests (what does the student do well?):

Describe interventions that have been implemented (attach at least 6 weeks of data):

Describe level of parent/guardian involvement/follow-through with school (Does the parent respond to support? Are they open to interventions?):

Date(s) of contact with parent/guardian:

Has the parent/guardian missed any meetings: Yes ☐ No ☐

Has the parent/guardian been notified of this referral: Yes ☐ No ☐ (contact must be made)

Please attach the following information. Check off to ensure this information is included:

- ☐ Discipline Summary
- ☐ Attendance Summary
- ☐ Grades Summary
- ☐ Current Schedule
- ☐ Transcript
- ☐ Current IEP and most recent evaluation or 504 Plan if applicable.

Records that must be forwarded after placement:

- ☐ Health
- ☐ Cumulative
- ☐ Confidential

| | |
|--|--------------------------|
| Superintendent Signature (RACC referral): | |
| Director of Student Support Services Signature: | |
| <input type="checkbox"/> Approved | Date Approved: |
| <input type="checkbox"/> Denied | Date Denied: |
| Reason Denied: | Paperwork Needed: |

**Please forward the complete referral packet electronically (via email) to:
Dr. LaTonya Wilks, Director for Student Support Services
Referral must be sent from the building principal or his/her assistant.**

General Personnel**Exhibit - Applicants Authorization to Release Information**

As an applicant for a position with Kankakee School District No. 111, I hereby authorize past employers and educational institutions to release information about my past work and educational history for use in determining my qualifications for this position. I understand that this application will not be considered complete until authorization is completed and signed.

You may release or verify any information requested. Requested information may include but will not necessarily be limited to the following:

- Past employers
- Salary history
- Dates of employment
- Positions held
- Duties and responsibilities
- Reasons for leaving
- Eligibility for rehire
- Educational Institutions
 - Years of Attendance
 - Degree obtained
 - Transcript

Signature

Date

Name: _____

Social Security Number: _____

Signature indicates authorization to release information as long as application is active with District No. 111

[November 1997]



Students

Exhibit - Application and Procedures to Involve Students in Fundraising Activities

*To be submitted to the Building Principal **no less than two weeks prior to the event.***

Organization Name

School

Activity

Activity Dates

This application must be approved before involving students in a fundraising activity. Only the following organizations are permitted to involve students in fundraising activities while they are on school grounds during school hours or during any school activity: *(check at least one box)*

- ☐ School-sponsored student organization; **or**
- ☐ Parent organizations and booster clubs that are recognized pursuant to policy 8:90, *Parent Organizations and Booster Clubs.*

Describe how students will be involved in the fundraising activity, including whether they will be asked to buy or sell items:

Will the proposed activity involve selling food or beverage items to students on campus during the school day?

- ☐ Yes – An approval may be contingent on the availability of an *exempted fundraising day*, please attach an exact description of what you propose to sell including the nutritional analysis.
- ☐ No – Food and beverage items will not be sold to students on campus during the school day.

Fundraising efforts must not conflict with instructional activities or programs. Sales booths during a school activity or lunch are permissible. **No sales of food during food serving times.**

What, if any, activity may be done while students are on school premises?

Student participation must be voluntary. Penalties for failure to participate are prohibited.

Describe student incentives for participation: _____

Fundraising efforts should not burden students, their families, citizens, or merchants by being too frequent.

When and what was the last fundraising activity done by this organization or club?

Local ordinance must be followed, merchants must approve of any activities on their property, and students must conduct themselves as ambassadors for their School.

How will students be informed? _____

Student safety must be paramount.

How will students be kept safe if fundraising activities occur away from school?

☐ Not applicable – all student involvement occurs at school.

Sales or service campaigns to raise money should offer appropriate merchandise or services.

Describe the merchandise or services students will be asked to sell or perform: _____

For school-sponsored student organizations, a school staff member must supervise the fundraising activities in addition to any other adult volunteers.

List all of the adult sponsors, including staff members and non-staff adult volunteers: _____

☐ Not applicable - activity is not being proposed by a school-sponsored student organization

For school-sponsored student organizations, the student activity funds treasurer must safeguard the financial accounts.

Is this agreeable? ☐ Yes ☐ No

☐ Not applicable - activity is not being proposed by a school-sponsored student organization

Parent organizations and booster clubs are governed by School Board policy 8:90, *Parent Organizations and Booster Clubs*.

Is the organization prepared to abide by this policy? _____

☐ Not applicable - activity is not being proposed by a parent organization or booster club

The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.

Describe how funds raised through the proposed activity will be used: _____

If the activity will help fund a trip or overnight excursion, describe the travel plans: _____

The funds must be used to the maximum extent possible for the designated purpose.

Is this agreeable? ☐ Yes ☐ No

The fundraising efforts that solicit donor messages for placement on school property must follow the District's viewpoint neutral guidelines for the creation of messages.

Is this agreeable? ☐ Yes ☐ No

☐ Not applicable - activity being proposed will not solicit donor messages.

I agree to abide by the conditions stated in this application and agree to adhere to all board policies and administrative procedures.

Applicant name *(please print)*

Telephone number

Address

Applicant signature

Date

The Building Principal will base his or her decision on the information being provided in this form as well as other criteria deemed important. **(Note to Building Principal:** *All fundraising activities shall be approved by the Assistant Superintendent for Business Services prior to starting the fundraiser. Two weeks lead time is required for submission and approval. Upon approval, you will receive a signed copy from the Business Office, keep one copy and forward one copy to person making the request.)*

☐ **Approved**

☐ **Denied**

Building Principal or designee

Date

Asst. Superintendent for Business Services

Date

Developed: June 27, 2011

Revised: October 2016



Instruction**Exhibit – Application for a Diploma for Veterans of WW II, the Korean Conflict, or the Vietnam Conflict**

Complete and submit to the Superintendent.

Please print:

| | | | |
|------------------|----------------|-------------------------|---------------------------------|
| _____ Last | _____ First | _____ Middle Initial | _____ Social Security Number |
| _____ Address | | _____ Apt. # | _____ Telephone Number |
| _____ City | _____ State | _____ Zip Code | _____ Birth Date |

The applicant is requesting a high school diploma and attests that he or she meets the following criteria as established by School Board policy:

1. Served in the U.S. Armed Forces during World War II or the Korean Conflict.

Please check one or more of the following:

- ☐ WW II: December 7, 1941 – September 2, 1945
- ☐ Korean Conflict: June 25, 1950 – July 27, 1953
- ☐ Vietnam Conflict: historians vernally date U.S. Armed Forces involvement from late 1961-1975

2. Left high school in order to serve in the U.S. Armed Forces.
3. Resided within an area currently within the School District at the time he or she withdrew from high school.
4. Has not received a high school diploma or a GED (high school equivalency).

Applicant's Signature

Date

Developed: March 2002
Revised: June 2010



Operational Services**Exhibit - Application For Assistance with School Uniforms**

This application for assistance with school uniforms must be provided along with all requested income verification documents for your application to be considered. Submit completed application and documents to the Building Principal.

Student's Name (please print)_____
School_____
Parent/Guardian Name (please print)_____
Phone Number_____
Address (please print)

| |
|------------------------|
| Size: _____ Polo Shirt |
|------------------------|

1. The student named above lives in my household? ☐ Yes ☐ No
2. Total number of people living in my home _____
3. Total gross annual household income (before deductions) from all people living in my home
\$ _____

Income includes all:

Compensation for services, wages, salary, commissions or fees;
Net income from self-employment;
Social Security;
Dividends or interest on savings or bonds or income from estates or trusts;
Net rental income;
Public assistance or welfare payments;
Unemployment compensation;
Government civilian employee or military retirement, or pensions or veterans payments;
Private pensions or annuities;
Alimony or child support payments;
Regular contributions from persons not living in the household;
Net royalties; and
Other cash income (including cash amounts received or withdrawn from any source including savings, investments, trust accounts and other resources).

4. My household meets the federal income guidelines for free meals (attached)? ☐ Yes ☐ No
See www.isbe.net/nutrition/htmls/data.htm#income.

If you answered "No" to any of the previous questions, please indicate the reason(s) you are applying for a waiver of school fees.

Income Verification for Fee Waiver

You must present one of the following documents to verify income:

| | |
|--|-----------------------------|
| Two current pay stubs for all working members of the household | Disability showing benefits |
| Unemployment statement showing benefits | Current tax returns |
| Medicaid Card showing case number | Foster placement papers |
| Direct Certification letter from the State of Illinois | Food Stamp Evidence |
| Temporary Food assistance for needy families | |

You may be requested to provide updated income verification at any time, but no more often than once every 60 calendar days.

Supplying false information to obtain a fee waiver is a Class 4 felony (720 ILCS 5/17-6).

I attest that the statements made herein are true and correct.

Parent/Guardian (*signature*)

Date

Developed: July 2014
Revised: August 2014



Operational Services**Exhibit - Application For Fee Waiver**

This application for a school fee waiver is completely independent from the District process for determining eligibility for free meals. The information must be provided for your application to be considered. Submit completed application and income verification documents to the Building Principal.

Student's Name (please print)

School

Parent/Guardian Name (please print)

Address (please print)

1. The student named above lives in my household? ☐ Yes ☐ No
2. Total number of people living in my home _____
Number of adults: _____
Number of minors: _____
3. Total gross annual household income (before deductions) from all people living in my home
\$ _____

The above number must include all:

Compensation for services, wages, salary, commissions or fees;
Net income from self-employment;
Social Security;
Dividends or interest on savings or bonds or income from estates or trusts;
Net rental income;
Public assistance or welfare payments;
Unemployment compensation;
Government civilian employee or military retirement, or pensions or veterans payments;
Private pensions or annuities;
Alimony or child support payments;
Regular contributions from persons not living in the household;
Net royalties; and
Other cash income (including cash amounts received or withdrawn from any source including savings, investments, trust accounts and other resources).

4. My household meets the federal income guidelines for free meals (attached)?
☐ Yes ☐ No ☐ N/A

See www.isbe.net/nutrition/htmls/data.htm#income.

If you answered "No" to any of the previous questions, please indicate the reason(s) you are applying for a waiver of school fees.

Income Verification for Fee Waiver

You must present documents to verify income. Such documents may include, but are not limited to:

| | |
|--|-----------------------------|
| Two current pay stubs for all working members of the household | Disability showing benefits |
| Unemployment statement showing benefits | Current tax returns |
| Medicaid Card showing case number | Foster placement papers |
| Direct Certification letter from the State of Illinois | Food Stamp Evidence |
| Temporary Food assistance for needy families | |

You may be requested to provide updated income verification at any time, but no more often than once every 60 calendar days.

Supplying false information to obtain a fee waiver is a Class 4 felony (720 ILCS 5/17-6).

I attest that the statements made herein are true and correct.

Parent/Guardian (*signature*)

Date

Revised: August 2010
February 2011
March 20, 2017



Students

Exhibit – Application for Student Groups that Are Not School Sponsored to Request Free Use of School Premises for Meetings

A student must complete this form to request the free use of school premises for a meeting of a student group that is not school-sponsored. Only one student needs to complete the application. Submit the completed application to the Building Principal at least one week before the first meeting. When a copy of this form is returned to the student with the necessary approval signature, the group may use the designated school premises, at the identified time, for its meetings.

| | |
|-------------------|--------------------------------------|
| Student applicant | Student contact number |
| Student group | Requested premise |
| Program/Meeting | Program/Activity date(s) and time(s) |

Materials to be brought into facility, if any

The following rules apply to the free use of school premises by non-school-sponsored student groups:

1. The meeting(s) must be student-initiated, meaning that a request to use school premises is being made by a student.
2. The meeting(s) must occur during non-instructional time identified by the Building Principal. This time is typically before classroom instruction begins or after it ends.
3. In scheduling the use of school premises, activities associated with the District's educational program have priority over the activities of any other organization. Otherwise, school premises will be available on a first come first served basis.
4. The assigned room and its contents must be restored to its original condition and configuration after each use. Only modular furniture may be moved. Nothing shall be adhered or affixed to walls that will leave marks. Any decorations used shall be removed after the meeting. The contents of any assigned room are the property of the School District or teacher and shall not be handled or removed.
5. Before any meeting, a member of the non-school-sponsored student group must give the office the names of anyone attending the meeting who is neither a student nor a school staff member. All visitors must register at the school office before proceeding to any scheduled student meeting. Non-school individuals may not regularly attend meetings.
6. The following mediums are available on request to announce group meetings:
 - Office bulletin board containing announcements
 - Public address system
 - Student newspaper
 - School or District Website
7. No activity is allowed on school grounds that would violate the student disciplinary policy. Any student who engages in misconduct is subject to disciplinary action, including suspension and expulsion.
8. A school staff member or other responsible adult must be present in a supervisory capacity.
9. The Equal Access Act, 20 U.S.C. §4071 *et seq.*, controls the free use of school premises by non-school sponsored student groups. The use of school facilities by non-school-sponsored groups is governed by Board policy 8:20, *Community Use of School Facilities*.

I agree to abide by the conditions stated in this application and to adhere to all Board policies and administrative procedures.

Student applicant signature

Date

Note to office: after the Building Principal acts on this application, return a copy of it to the student making the request and keep the original in the office.

☐ **Approved**

☐ **Denied**

This non-school-sponsored student group may meet in the following location at the identified times:

Location

Time

Building Principal or designee

Date

Developed: March 2003

Rewritten: August 27, 2018



ATHLETE EMERGENCY INFORMATION CARD

NAME OF PUPIL _____
 DATE OF BIRTH _____
 HOME ADDRESS _____
 NAME OF FATHER _____ PHONE _____
 NAME OF MOTHER _____ BUSINESS PHONE _____
 BUSINESS PHONE _____
 NAME OF RESPONSIBLE ADULT WHO WILL ASSUME RESPONSIBILITY FOR THE CHILD IF PARENTS
 CANNOT BE REACHED _____

ADDRESS _____
 PHYSICIAN OF CHOICE (1) _____ PHONE _____
 (2) _____
 DENTIST OF CHOICE _____
 HOSPITAL OF CHOICE _____
 SPECIAL HEALTH CONDITIONS OF CHILD, IF ANY _____

 INSURANCE INFORMATION _____

IF YOU AND THE PHYSICIAN OF CHOICE AS INDICATED ABOVE CANNOT BE REACHED
 IN AN EMERGENCY, AND IF IN THE JUDGMENT OF THE SCHOOL AUTHORITIES,
 IMMEDIATE MEDICAL AND/OR HOSPITAL ATTENTION IS INDICATED, DO YOU AUTHORIZE
 RESPONSIBLE SCHOOL AUTHORITIES TO SEND YOUR CHILD (PROPERLY ACCOMPANIED)
 TO AN AVAILABLE HOSPITAL OR PHYSICIAN?

☐ YES ☐ NO

DATE _____ SIGNATURE OF PARENT OR GUARDIAN _____

F-32B

KANKAKEE SCHOOL DISTRICT HEALTH SERVICES
EMERGENCY INFORMATION CARD

DEAR PARENT:

ON SEVERAL OCCASIONS WE HAVE FOUND IT DIFFICULT TO CONTACT
 PARENTS OR GUARDIANS IN CASES OF EMERGENCY. WILL YOU PLEASE
 HELP US BY COMPLETING THE REVERSE SIDE OF THIS CARD WITH THE
 REQUIRED INFORMATION. WHEN BOTH PARENTS ARE WORKING IT IS
 ESPECIALLY IMPORTANT TO HAVE THIS INFORMATION.

SCHOOL NURSE

Students**Exhibit – Authorization for Medical Treatment*****To be submitted to the Superintendent or Designee (please print)***

| | |
|--------------------------|--------------------------|
| _____ Student | _____ Sport/Activity |
| _____ Parent/Guardian | _____ Home phone |
| _____ Home address | _____ Cell phone |
| _____ Physician | _____ Physician phone |

Medical Information: *(list allergies, medications, conditions and any known restrictions)*

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |

In the event of a medical emergency and if reasonable attempts to contact me using the telephone numbers listed above are unsuccessful:

I, as parent or legal guardian of the above student, do hereby authorize:

1. Treatment by a licensed medical physician of my child in the event of a medical emergency that, in the opinion of the attending physician, may endanger his/her life, cause disfigurement, physical impairment, or undue discomfort if delayed, and
2. Transfer of my child to any hospital reasonably accessible at my expense.

| | |
|------------------------------------|---------------|
| _____ Parent/Guardian Signature | _____ Date |
|------------------------------------|---------------|

[February 2018]





**Illinois
State Board of
Education**

Checklist for Building Capacity of School Staff

Based on the Every Student Succeeds Act, Title I, Part A, Section 1116 and 1112

School Name: _____

The district office using this or a district-developed checklist to include all required components must document at least two or more options per semester at each Title I school. All checkboxes with an asterisk must be marked. In addition, the school must provide supporting documentation with the checklist. All indented checkboxes must be covered at some point during the school year but not necessarily during each option.

Documentation

☐ **Primary Method: In-Person or Online Faculty Meetings/Sessions**

Title of Meeting: _____ Date of Meeting: _____

☐ ***Agenda with *date and time***

☐ ***Sign-in sheets with *date, time, and role*:**

- ☐ Teachers
- ☐ Specialized instructional support personnel
- ☐ Principals
- ☐ Other school leaders
- ☐ Other staff

☐ ***Meeting Minutes / Notes / Summary / Handout / Presentation Slides to document discussed topics:**

Shall #3 per Section 1116(e)(3)

- ☐ The value and utility of contributions of parents
- ☐ How to reach out to, communicate with, and work with parents as equal partners
- ☐ Implement and coordinate parent programs
- ☐ Build ties between parents and the school

Coordination of Services per Section 1116(e)(4)

- ☐ To the extent feasible and appropriate, school staff have discussed the coordination and integration of parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs

Activities per Section 1116(e)(14)

- ☐ School staff have reviewed feedback from parents and discussed other activities that encourage and support parents in more fully participating in the education of their children, i.e., parent resource centers, or

All Parents of English Learners (ELs) per Section 1112(e)(3)(C) and Section 1112(e)(4)

- ☐ Implement an effective means of outreach to parents of all ELs
- ☐ Provide notice and information to parents of all ELs in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand

Accessibility per Section 1116(f)

- ☐ School staff have been trained on sending information to parents in a format and, to the extent practicable, in a language the parents can understand

☐ ***Feedback / Evaluation Form**

☐ **Secondary Method: Continuous Communications**

Subject of Communication: _____

Date(s) Communication Sent: _____

☐ ***Copy of communication with *date* addressed to school staff:**

- ☐ Teachers
- ☐ Specialized instructional support personnel
- ☐ Principals
- ☐ Other school leaders
- ☐ Other staff

☐ ***Copy of email / screenshot of staff portal / social media posts / online training videos / tip sheets / flyers / handouts / brochures / websites focused on topics:**

- ☐ The value and utility of contributions of parents
- ☐ How to reach out to, communicate with, and work with parents as equal partners
- ☐ Implement and coordinate parent programs
- ☐ Build ties between parents and the school

Why?

- Each Title I school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school - *Section 1116(e)(3)*
- Each Title I school shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent in fully participating in the education of their children – *Section 1116(e)(4)*
- Each Title I school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand – *Section 1116(e)(5) and Section 1112(e)(4)*
- Each Title I school shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can be involved in the education of their children and 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]... shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under [Title I] or Title III. – *Section 1112(e)(3)(C)*

School Staff Signature _____

Title _____ Date _____

District Office Staff Signature _____

Title _____ Date _____

Signatures indicate documents were reviewed and meet Title I Parent and Family Engagement requirements. Title I schools in partnership with the Illinois State Board of Education to implement Academic Parent-Teacher Teams (APTT) with fidelity will have met the requirements of building capacity for both school staff and parents. LEAs may use this checklist to monitor its APTT School's documentation.

5/22/2018

(Family and Medical Leave Act of 1993)

1. Employee's Name _____
2. Patient's Name _____
3. The attached sheet describes what is meant by a "serious health condition" under the Family and Medical Leave Act. Does the patient's condition¹ qualify under any of the categories described? If so, please check the applicable category.

 (1) ___ (2) ___ (3) ___ (4) ___ (5) ___ (6) ___, or None of the above _____
4. Describe the medical facts which support your certification, including a brief statement as to how the medical facts meet the criteria of one of these categories:
- 5.a. State the approximate date the condition commenced, and the probable duration of the condition (and also the probable duration of the patient's present Incapacity² if different):
- b. Will it be necessary for the employee to take work only intermittently or to work on a less than full schedule as a result of the condition (including for treatment described in Item 6 below)?

If yes, give the probable duration:
- c. If the condition is a chronic condition (condition #4) or pregnancy, state whether the patient is presently incapacitated and the likely duration and frequency of episodes of incapacity:
- 6.a. If additional treatments will be required for the condition, provide an estimate of the probable number of such treatments:

¹Here and elsewhere on this form, the information sought relates only to the condition for which the employee is taking FMLA leave.

² **"Incapacity,"** for purposes of FMLA, is defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefor, or recovery therefrom.

If the patient will be absent from work or other daily activities because of treatment on an intermittent or part-time basis, also provide an estimate of the probable number and interval between such treatments, actual or estimated dates of treatment if known, and period required for recovery if any:

- b. If any of these treatments will be provided by another provider of health services (e.g., physical therapist), please state the nature of the treatments:
 - c. If a regimen of continuing treatment by the patient is required under your supervision, provide a general description of such regimen (e.g., prescription drugs, physical therapy requiring special equipment):
- 7.a. If medical leave is required for the employee's absence from work because of the employee's own condition (including absences due to pregnancy or a chronic condition), is the employee unable to perform work of any kind?
- b. If able to perform some work, is the employee unable to perform any or more of the essential functions of the employee's job (the employee or the employer should supply you with information about the essential job functions)? _____ If yes, please list the essential functions the employee is unable to perform:
 - c. If neither a, nor b, applies, is it necessary for the employee to be absent from work for treatment?
- 8.a. If leave is required to care for a family member of the employee with a serious health condition, does the patient require assistance for basic medical or personal needs or safety, or for transportation?
- b. If no, would the employee's presence to provide psychological comfort be beneficial to the patient or assist in the patient's recovery?
 - c. If the patient will need care only intermittently or on a part-time basis, please indicate the probable duration of this need:

(Signature of Health Care Provider)

(Type of Practice)

(Address)

(Telephone Number)

To be completed by the employee needing family leave to care for a family member:

State the care you will provide and an estimate of the period during which care will be provided, including a schedule if leave is to be taken intermittently or if it will be necessary for you to work less than a full schedule:

(Employee Signature)

(Date)

A "Serious Health Condition" means an illness, injury impairment, or physical or mental condition that involves one of the following:

1. Hospital Care
Inpatient care (*i.e.*, an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.
2. Absence Plus Treatment
A period of incapacity of more than three consecutive calendar days (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:
 - (a) Treatment³ two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (*e.g.*, physical therapist) under orders of, or on referral by, a health care provider; *or*
 - (b) Treatment by a health care provider or at least one occasion which results in a regimen of continuing treatment⁴ under the supervision of the health care provider.
3. Pregnancy
Any period of incapacity due to pregnancy, or for prenatal care.
4. Chronic Conditions Requiring Treatments
A chronic condition which:
 - (a) Requires periodic visits for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;
 - (b) Continues over an extended period of time (including recurring episodes of a single underlying condition); and
 - (c) May cause episodic rather than a continuing period of incapacity (*e.g.*, asthma, diabetes, epilepsy, etc.).
5. Permanent/Long-term Conditions Requiring Supervision
A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.
6. Multiple Treatments (Non-Chronic Conditions)
Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of,

³ Treatment includes examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations.

⁴ A regimen of continuing treatment includes, for example, a course of prescription medication (*e.g.*, an antibiotic) or therapy requiring special equipment to resolve or alleviate the health condition. A regimen of treatment does not include the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider.

or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

(July 1995)

■

Instruction

Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs

The development, implementation, and maintenance of parent/guardian and family engagement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- ☐ Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- ☐ Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with “introducing where we are now” and end with “next steps.”
 - Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school-level compacts.
 - Agendas should also include a section to inform parents/guardians of their school's participation under Title I and to explain Title I's requirements regarding parent/guardian involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children's education.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under 20 U.S.C. §6314(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- ☐ Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - ☐ Parents/guardians of students' participating in Title I programs
 - ☐ Staff members
 - ☐ Students participating in Title I programs
 - ☐ School Board members

- ☐ Media
 - ☐ Coordinators for other school programs, e.g., Head Start and preschool programs
 - ☐ Other
 - ☐ Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
 - ☐ Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.
 - ☐ Appoint a recording secretary to keep meeting minutes.
 - ☐ Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
 - ☐ Determine success indicators to measure the effectiveness of the parent and family engagement compacts in improving the academic achievement.
 - ☐ Review the success indicators in order to evaluate the effectiveness of the parent and family engagement compacts in improving the academic achievement.
 - ☐ Identify
 - ☐ Barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - ☐ The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - ☐ Strategies to support successful school and family interactions.
- Use the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement.
- ☐ If the schoolwide program plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board.
 - ☐ Provide status reports to the Board and, periodically, submit updated parent and family engagement compacts to the Board.
 - ☐ Revise the applicable parent and family engagement compacts as necessary

[January 2014]



Illinois
State Board of
Education

Checklist for Distribution

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school served under Title I, Part A, distribute to parents and family members of participating children a written district-level and school-level parent and family engagement policy and school-parent compacts. All documents must be distributed to parents in a timely manner. The district-level and school-level Parent and Family Engagement policies should have a reference to the chosen methods of distributing the information. As the school and district representatives are reviewing the documentation of multiple distribution methods, they may use the following checklist to record the evidence.

School Name: _____

Which Document Are You Reviewing?

Check only one. Use this template for each document review.

- ☐ District Parent and Family Engagement Policy/Plan distributed by November 1st
- ☐ School Parent and Family Engagement Policy/Plan distributed by November 1st
- ☐ School-Parent Compact distributed by November 1st
- ☐ Other _____

What Types of Documentation Shows Evidence of Distributing in Multiple Ways?

| Method of Distribution (must use two or more methods) | Date of Distribution |
|--|-----------------------------|
| <input type="checkbox"/> Screenshot of school website with a link to documents and date of screenshot taken | |
| <input type="checkbox"/> Screenshot of school social media with a link to documents and date of screenshot taken | |
| <input type="checkbox"/> Annual Title I meeting documentation to include invitations, agenda, sign-in sheets, and minutes/notes, or presentation slides indicating distribution of documents | |
| <input type="checkbox"/> Signed and dated teacher dissemination statement indicating that the documents were sent home with each student | |
| <input type="checkbox"/> Signed and dated signature sheet or section for the School-Parent Compact | |
| <input type="checkbox"/> Parent-Teacher Conference(s) with a sign-in sheet of parents' signatures, dates, and names of documents discussed | |
| <input type="checkbox"/> Email or text message with attachments or links to documents posted online | |
| <input type="checkbox"/> Included in student registration packets with signed acknowledgements of receipt | |
| <input type="checkbox"/> Included in the Student Handbook with signed and dated acknowledgements of receipt | |
| <input type="checkbox"/> Mailed letter with a dated postage receipt and list of mailing addresses | |

| | |
|---|--|
| <input type="checkbox"/> Picture of documents in the Parent Resource Center or the front office and date of picture taken | |
| <input type="checkbox"/> Other _____ | |
| ACCESSIBILITY | |
| <input type="checkbox"/> The document is in a language or languages parents can understand. <input type="checkbox"/> The document is in a format that parents can understand. | |
| <i>To the extent practicable, the district and schools must provide opportunities for the informed participation of parents and family members, including those who have limited English proficiency, with disabilities, and of migratory children. Excerpt from Section 1116(f) and Section 1116(e)(5)</i> | |
| SCHOOL-PARENT COMPACT Signatures and Dates | |
| <input type="checkbox"/> Signed and dated by the child's teacher or school representative (Recommended for the homeroom teacher to be the school representative) <input type="checkbox"/> Signed and dated by parent <input type="checkbox"/> Signed and dated by student | |
| <i>Signatures and dates may be on a separate signature sheet or a section of the School-Parent Compact. A sampling of signed compacts including all required signatures prior to November 1st may be used as documentation to evidence one of the requirements for multiple methods of distribution. School signatures do not have to be original.</i> | |

This checklist was reviewed by the following school and district representatives:

School Representative's Name: _____

Title/Role: _____

Signature: _____

Date: _____

District Representative's Name: _____

Title/Role: _____

Signature: _____

Date: _____

Community Relations

Exhibit - Child Sex Offender's Request for Permission to Visit School Property

If you are a child sex offender, you must complete this form to lawfully visit school property whenever students are present. After a decision is made concerning your request, whether to grant or deny permission to visit, a copy will be returned to you. This information will be kept in the District's main office, as well as in the Building Principal's office where you are seeking permission to visit.

| | |
|-------------------------------------|------------------------|
| _____ Name <i>(Please print)</i> | _____ Address |
| _____ Signature | _____ Date |
| _____ School (Visit Location) | _____ Date of Visit |

Complete the following if you are a parent/guardian of a student attending the above listed school.

I request permission to visit the school for the following reason(s):

- ☐ To attend a conference with school personnel to discuss the academic or social progress of my child.
- ☐ To participate in my child's review conference in which evaluation and placement decisions may be made with respect to my child regarding special education services.
- ☐ To attend a conference to discuss other student issues concerning my child such as retention and promotion.
- ☐ Other *(Please be specific)*: _____

Complete the following if you are **not** a parent/guardian of a student who attends the school you are requesting to visit.

- ☐ I request permission to visit the school for the following reason(s) *(Please be specific)*: _____

The following is to be completed by District personnel only:

- ☐ **Permission Granted** ☐ **Permission Denied**

Date

Signature *(Superintendent, Designee, or Board President)*

Visit Supervision *(To be completed by the staff member supervising the child sex offender)*

Supervisor's Name *(Please print)*

Visitor's Time In

Visitor's Time Out

Date

Supervisor's Signature

Developed: February 2006
Revised: February 2011
October 2016



Instruction

Exhibit - Class Attendance Waiver Request

To be submitted to Building Principal

Name of Student: _____

Class/Time: _____

Teacher: _____

I, the undersigned parent/guardian of _____, hereby request that the District waives the class attendance of the above-mentioned student from the comprehensive sex education course and AIDS instruction class.

Signature: _____
Name of Parent/Guardian (please print)

Address: _____

Date: _____

■

Instruction**Exhibit – Class Substitution Request**

Students in grades 9-12 may satisfy one or more high school courses or graduation requirements by successfully completing related vocational or technical education courses.

This request for class substitution must be completed by the student's parent/guardian (or by the student who is at least 18 years of age) and submitted to the Building Principal for approval. Such requests will be kept in the student's temporary school record in accordance with 23 Ill.Admin.Code §1.445 and Section 4 of the Illinois School Student Records Act (105 ILCS 10/4).

Student Name *(please print)*

Grade

Parent/Guardian Name *(please print)*

Telephone

Student Birth Date

| Class Requesting to Substitute | Vocational/Technical Course Substitute |
|--------------------------------|--|
| | |
| | |
| | |

Student's Signature

Date

Parent/Guardian's Signature *(For students under age 18)*

Date

Request for class substitution:

☐ Approved☐ Denied

Building Principal

Date

Revised: January 2013
October 23, 2017



KSD 111 Out of District Conference Request Form

To request attendance at a workshop outside of the district please complete this form and attach a conference registration form. Have your principal approve the Conference Request Form, then forward it to Instructional Programs or Student Support Services. Once you receive approval of your attendance, be sure to enter your absence in Skyward. When you select Professional Development, Skyward will redirect your to AESOP if you need a sub.

| | | | |
|--|--|----------------------|--|
| Name of Teacher/Administrator: | | Date of Request | |
| School: | | Grade/Subject Taught | |
| Name of Conference: | | Date of Conference: | |
| Location of Conference: | | Conference Sponsor | |
| Workshop Topic (please check all that apply) | | | |

- | | | | |
|---|---|--|-------------------------------------|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Reading | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Instructional Strategies | <input type="checkbox"/> Science | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Math | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Other |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> PE | <input type="checkbox"/> Special Education | |

Any staff member attending a workshop or conference outside the district may be asked to share the information with their peers through our Micro-credentialing Program and /or Student Engagement Conference. These workshops are held outside of the normal school day. Upon return from this workshop/conference please submit your course proposal online in Performance Matters. Please see your Building Administrator with any questions.

I understand the above and agree to design a course/ training upon my return from this training.

Signature of staff member

| Cost Estimate <i>Travel Requests are to be completed after a conference.</i> | | Registration Information <i>Please be sure to attach your completed registration form. Registrations are completed at Central Office or SSS.</i> | |
|---|-------------|---|---|
| Fees: | \$ | Date Registration Completed | |
| Lodging: | \$ | Payment Method: | <input type="checkbox"/> PO <input type="checkbox"/> P-Card <input type="checkbox"/> Requisition <input type="checkbox"/> No Cost |
| Travel | \$ | Purchase Order/Requisition #/ name on P-Card | |
| Meals | \$ | Funding Source <i>Conference Requests cannot be processed without a funding source</i> | |
| Sub-Needed <i>Circle one</i> | Yes No | Program to Charge: | |
| Sub-Teacher (\$100.00/day) | \$ | Budget Account Number: | |
| Total Cost Estimate | \$ | AESOP Confirmation #: | |

Signatures:

Teacher/Administrator

Principal/Supervisor

Director of Special Education

Assistant Superintendent for Curriculum

Date received by Instructional Programs:

☐

Approved

☐

Not Approved

Skyward/AESOP Approved:

If this provider does not issue CPDU forms, be sure to get a copy of the Certificate of Completion and the agenda and complete the form found at <https://goo.gl/nQfc1W> to receive district issued CPDUs for this conference.

Instruction

Exhibit – Curriculum and Technology Proposal Form

To better plan the growth of our technology system and the integration of technology with our curriculum so it remains reliable for all current and future applications and devices, the District has established a Technology and Curriculum Review Committee (TCRC). The TCRC will evaluate all proposed expansions to current technology, including hardware, software, and subscriptions. The TCRC will consider curriculum, technology, implementation and support, and finance related implications of all proposals.

While some expansions may seem harmless, such as one more computer, lab, or piece of curriculum software, such expansions may have an impact on maintenance, storage, or network speed. Therefore, any technology expansion, however small and however paid for (District, grant, etc.), will be reviewed and must be approved by the TCRC. A proposal must be approved by the TCRC before it is included in a grant application and before any component is purchased or ordered.

Attached is the proposal form. The main task of someone making a proposal is to complete items #1 through #6 to describe the project in as much detail as possible.

For question #7, for small expansions, such as a new computer or SMART board, simply note that significant integration issues are unlikely. For larger proposals, the TCRC will attempt to find and consider the issues in question #7, though you are encouraged to enter any information you have.

Curriculum and Technology Proposal *PROPOSAL FORM*

1. Describe the issue/problem you want to address and how your proposal for software/hardware will help.
2. Describe how the project will affect instruction and improve achievement as well as how you will measure and evaluate performance (data).
3. Detail how the proposal integrates with the District's existing curriculum and fits in the overall RTI program (base 80%, supplemental 15%, or special education 5%)?
4. Generally, how will the proposal integrate with the District's existing technology and curriculum infrastructure?
 - a. Does it fill a hole in the existing curriculum not being addressed?
 - b. Does it supplement existing curriculum already in place?
 - c. Does it supplant and replace existing curriculum already in place?
5. Detail each item that will be purchased and its cost.
6. Describe the project time frame.

7. Detail integration issues – existing technology and facility infrastructure.

A. Support

- i. Where and how will devices be received, used, and stored;
- ii. Who are the users and how many are there;
- iii. Is there a checkout or deployment procedure;
- iv. Who is responsible for data management;
- v. What are the system imaging and other technical requirements for installation of workstations, systems, and peripherals;
- vi. What are the storage requirements for the application, content, and any data;
- vii. Are there network versions of the software;
- viii. Who manages the software license and updates/patches;
- ix. What are the authentication requirements and protocols for how users log into the application;
- x. Who maintains user accounts;
- xi. Are there annual maintenance requirements; and
- xii. Can/will the provider offer any support and what does it cost?

B. Data

- i. Will data be shared with other systems;
- ii. Are there any special requirements for the backup and storage of data; and
- iii. Will any system-generated data be used for any required reporting?

C. Network/Connectivity

- i. Are there any bandwidth requirements and identify the number of users and peak application utilization;
- ii. Are there density issues/requirements, how many devices will be in the same location; and
- iii. Is remote connectivity necessary?

D. Sustainability

- i. What is the anticipated replacement cycle;
- ii. Is there a funding source for replacement;
- iii. Are there on-going license, maintenance, or support costs and is there a funding source for these; and
- iv. Are there any prerequisite skills to operate the system and what is the professional development/training plan?

E. Facilities

- i. Are there any power requirements; and
- ii. Will additional equipment, construction, or renovation be necessary?

Proposal Contact Person

Date

School

Principal Signature

Date

Instruction**Exhibit - Curriculum Objection**

Please complete this form and return it to the Building Principal who will submit it to the District Complaint Manager. Please print.

Subject area

Classroom teacher

Please state, as precisely as possible, the specific curriculum area, instructional material, or program to which you object (*include name, title, author, and any other identifying information*).

How did you become aware of the curriculum area, instructional material, or program?

- ☐ by classroom observation ☐ by review
☐ by word-of-mouth ☐ other _____

To what in the curriculum area, instructional material, or program do you object? Be specific.

Do you want your child excluded from participation? ☐ Yes ☐ No

In place of participation in the curriculum area, what course of study would you recommend for your child?

Complainant name (*please print*)

Telephone

Complainant represents: ☐ Student ☐ Parent/guardian of student
☐
Other _____

Complainant address

Signature of complainant

Date

PHYSICAL RESTRAINT DOCUMENTATION FORM

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST
BIRTHDATE: _____ GRADE/SCHOOL: _____ DATE: _____
GUARDIAN(S): _____ GUARDIAN CONTACTED? YES: _____ NO: _____
PHONE: (WORK) _____ (HOME) _____ (OTHER) _____
Date of Incident: _____ Location: _____
MONTH/DAY/YEAR
Beginning Time: _____ Ending Time: _____

Is the student identified as a Special Education student? Yes _____ No _____

Does the student have a Behavior Plan? _____ A Crisis Plan? _____

Is the use of restraint part of the student's behavior plan or crisis plan? _____

Has the student been referred to the Crisis Prevention Team? _____

School personnel involved in incident (additional documentation may be attached if determined necessary):

Describe the student's activity and behavior immediately preceding the behavior (danger to self or others) or (damage to property) that prompted the use of physical restraint:

Describe efforts of school personnel to de-escalate the situation, and alternatives to physical restraint that were utilized prior to the use of physical restraint:

Provide a description of the physical restraint utilized:

Describe the actions of the student and school personnel that occurred during the physical restraint:

Describe observed student and school employee behaviors that followed the physical restraint:

Describe de-escalation techniques and interventions utilized following the physical restraint:

Describe any injuries to the student or school employees:

Describe future alternatives to physical restraint that will be utilized:

Was the guardian contacted? By Whom? How? What was the outcome?

Signatures:
Person Completing Form: _____ Date: _____
Witness: _____ Date: _____
Witness: _____ Date: _____
Witness: _____ Date: _____

Behaviors that may require physical intervention as a LAST RESORT: • Hurting self or others. • Engaged in dangerous behavior and not responding to verbal intervention. • Risks of continued behavior are greater than the risks of restraints.

Type: _____ Time: _____ By whom: _____

Date Information Provided to Parent: _____ By whom: _____

Type: _____ Time: _____ By whom: _____

[illegible]

Signature: _____ Date: _____ Agree *Disagree

Signature: _____ Date: _____ Agree *Disagree

*Individuals who disagree may submit separate statements presenting their conclusions. (Complete Comment Form as necessary).

If parent(s) did not attend the meeting, explain other methods to ensure parent participation and/or child as appropriate (e.g., conference call, videoconference, home visit):

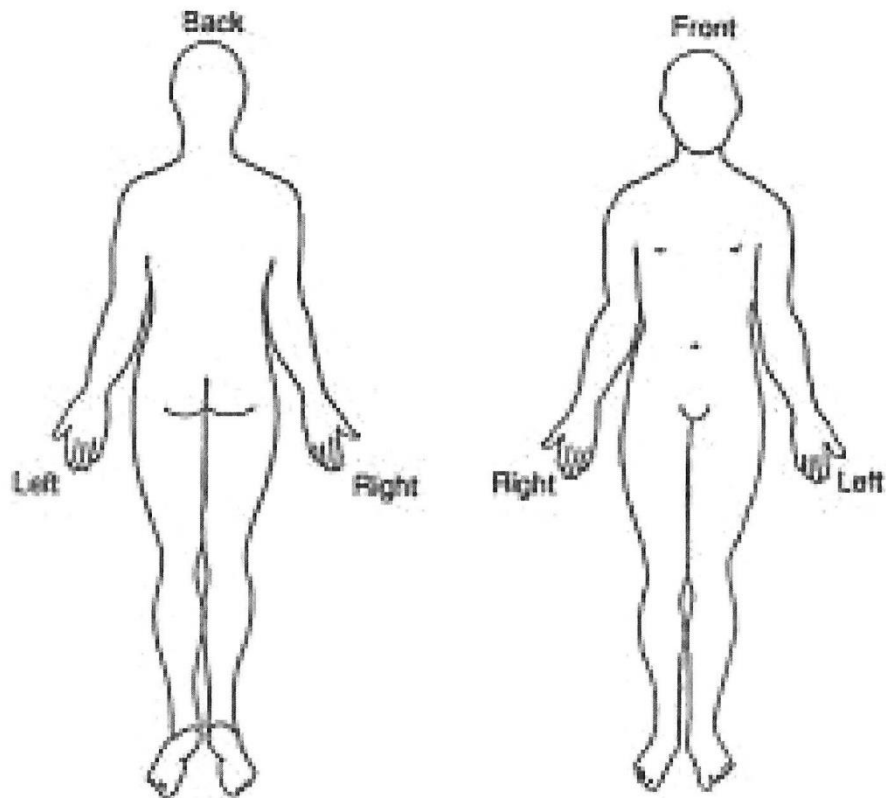
Behaviors that may require physical intervention as a LAST RESORT: • Hurting self or others. • Engaged in dangerous behavior and not responding to verbal intervention. • Risks of continued behavior are greater than the risks of restraints.

Injury Description Body Diagram Outline

Injured Student Name: _____

Date: _____

Please indicate the parts of the body injured by checking or circling the appropriate body diagram below.



Additional Comments:

Person Completing Form: _____

Date: _____

RESTRAINT LOG

[illegible]

Operational Services**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 *School Medical Authorization Form* with the school nurse.

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

| | | |
|--------------------------------------|-------------------|----------------------|
| Student's Name <i>(Please print)</i> | 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

Developed: January 2013
Renumbered: October 27, 2014



General Personnel

Exhibit - Employee Receipt of Board Policy on Personal Technology and Social Media

I, the individual whose signature appears below, acknowledge receipt of the Board policy 5:125, *Personal Technology and Social Media; Usage and Conduct*. I affirm that I have read the policy and agree to comply with its requirements.

Name (*please print*)

Signature

Date

Developed: October 24, 2011

■

Students

Exhibit - Evidence of Non-Parent's Custody, Control, and Responsibility of a Student

This form establishes a child's residency in the School District when the child is not living with a natural or adoptive parent. It must be completed by the individual who has assumed custody. Read **Important Warning** and submit this form with your signature to the Building Principal.

Student's name _____ District attendance building _____

Name of individual completing this form (*Please print*) _____ Relationship to child _____

Please check all applicable boxes:

- ☐ The child lives with me at my residence address, as stated below, and is not living with me solely for the purpose of attending the District's school.
- ☐ I have assumed and exercise full legal responsibility for and control of the child regarding daily educational and medical decisions, including responsibility for:
- | | |
|---|---|
| <input type="checkbox"/> medical decisions and costs | <input type="checkbox"/> food and clothing |
| <input type="checkbox"/> discipline and restitution for vandalism or other crimes | <input type="checkbox"/> school fees (books, bus, etc.) |

At my residence the child regularly: (*Please explain any unchecked boxes*)

- ☐ Eats meals _____
- ☐ Sleeps _____
- ☐ Spends weekends and summers _____

Important Warning: The School District reserves the right to evaluate the evidence presented. Completing this form does not guarantee admission. If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for non-resident tuition from the date the student began attending a District school as a non-resident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to the School District any false information regarding a student's residency to enable that student to attend any school in the District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

Date _____ Signature of individual completing this form _____

Telephone _____ Address _____

Optional: *To be completed by the natural or adoptive parent(s), if one is available.*

Please check all applicable boxes:

- ☐ I am the natural or adoptive parent of the child.
- ☐ I have willingly transferred full custody and control of, as well as responsibility for this child to:
- ☐ _____
- ☐ The transfer of custody is not solely for the purpose of attending the District's schools.

Date _____ Signature of individual completing this form _____

Telephone _____ Address _____

Revised: January 2007
May 2009

■

| |
|--|
| EXTRA-DUTY CONTRACT ASSIGNMENT(S) |
|--|

_____ agrees to direct the following activity for
Employee Name
 the _____ school year.

The agreed upon extra-duty increment for this activity is as listed below:

Extra Assignment: _____ **\$** _____
Total Compensation Amount

Payment Schedule:

| | | |
|--|-----------------------------|-----------------------------|
| | 1st half: | <u> </u> |
| | 2nd half: | <u> </u> |

Please note 2nd half of stipend payment date is subject to change if duties were not completed in a satisfactory manner.

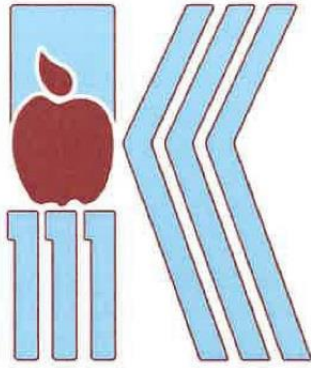
Head Coaches must complete an IHSA rules interpretation meeting.

Teacher _____ Date _____

Athletic Director **Date**
(Athletic Assignments Only)

Principal _____ Date _____

Asst. Supt. Human Resources Date



EXTRA DUTY REQUEST

Print Last Name _____ Print First Name _____

School _____

Today's Date _____

Date Extra Duty is Needed _____

Estimated Number of Hours _____

Account Number to be Charged _____

Rate to be Paid _____

Person Supervising Work _____

Explanation of extra duty:

If more room is needed, please attach an extra sheet.

Requests should be submitted in advance to the Human Resources Department. If advance notice request be honored, please contact the Assistant Superintendent of Human Resources for expedited approval. The associated time sheet should accompany expedited requests.

Approval of Supervisor

Date

Clerical Requests need Superintendent Approval

Approval of Assistant Superintendent for Human Resources

Date

Exhibit**Extracurricular and Co-Curricular Activities - Analysis of Failure Report**

Student participation in extracurricular activities is dependent upon scholastic success in all courses. A student participant who fails a single course (six week marking period or semester mark) may write an appeal. Failure in two or more courses precludes an appeal.

The student whose name appears below failed your course. Please assist the student by checking one or more of the factors which contributed to the failure. The student will address the checked factors by developing a written plan of improvement. Thank you for your assistance.

Student name _____ Grade _____

Subject _____

Date _____

Grading period: ☐1st ☐2nd ☐Semester ☐3rd ☐4th ☐Semester
(check one)

FACTORS OF UNSATISFACTORY WORK

- | | | |
|--|--|--|
| <input type="radio"/> Does not participate in class discussion | <input type="radio"/> Behavior problem | <input type="radio"/> Lack of daily effort |
| <input type="radio"/> Wastes time | <input type="radio"/> Inattentive | <input type="radio"/> Poor test scores |
| <input type="radio"/> Homework incomplete | <input type="radio"/> Absent too often | <input type="radio"/> Tardy too often |
| <input type="radio"/> Does not turn in homework | <input type="radio"/> Comes unprepared | <input type="radio"/> Poor attitude |

Additional Comments:

Teacher Name

(September 1998)

■

KANKAKEE SCHOOL DISTRICT #111
FACILITY RENTAL AGREEMENT FOR USE OF SCHOOL FACILITIES

I/(we), the undersigned _____, hereinafter referred to as the "Renting Organization", hereby applies to use the facilities of the Kankakee School District described below for the period of (dates and times) _____ for the purpose of (name and nature of event) _____ and agrees that the use of such facilities, if granted, is subject to the following conditions:

- 1) That the person completing this application does so with the full authority of the Renting Organization;
- 2) That the facility is available only when not required for school use and the use is limited to only those rooms and areas designated herein, including the sidewalks and parking lots;
- 3) That the Principal or Building Administrator at the building in which the facilities are located approves the location, time, date and use of the facilities as set forth herein;
- 4) That reimbursement to Kankakee School District will be made by the Renting Organization for any and all charges incurred by the School District, including any damages caused by the Renting Organization's use, and at all times related to its use of these School District facilities;
- 5) That adult supervision and security, sufficient in the opinion of the Principal or Building Administrator of the building involved, will be provided by the Renting Organization at all times before, during and after, said use;
- 6) That the use of the Kankakee Police as security may be required due to number of attendees/size of facility at the discretion of the Board of Education.
- 7) That the use of tobacco or alcoholic beverages will not be permitted on school premises under any circumstances;
- 8) That all custodial overtime or other staff time required for the setup, operation and cleanup of the facility related to this use will be paid for by the Renting Organization in addition to the various facility rental charge(s) as set forth below;
- 9) That the renting organization must provide their own certified lifeguards at a ratio of 1:25 when renting a District pool;
- 10) That the Renting Organization shall be required to return the high school concession stand to its original state at the conclusion of the event and that a checklist will be reviewed and signed by both the Renting Organization and a District representative;
- 11) That the Renting Organization will incur additional custodial fees for non-cleanup of the high school concession stand and any outdoor areas;
- 12) That furniture and other District equipment is not to be considered a part of the facility rental;
- 13) That prepayment in advance shall be required from any Renting Organization prior to facility use, including an estimate for rental and utility charges, as well as any custodial overtime or other costs expected to be incurred; and,
- 14) That the Renting Organization agrees to save and hold harmless, and defend the Board of Education, the Administration and the Employees of the School District from any and all actions and causes of action or claims for damage arising or growing out of the use and occupancy of the facilities pursuant to this agreement, and that the Renting Organization is insured with the _____ Insurance Company for a minimum of \$1,000,000 single combined limit of liability against bodily injury, personal injury and/or property loss and damage, and that the Renting Organization will furnish a certificate showing Kankakee School District as additional insured thereof prior to entering into the use of the facilities.
- 15) That the Renting Organization must agree to use appropriate emergency procedures including call 9-1-1 for medical emergencies and whenever an AED is used.
- 16) That the Renting Organization agrees to follow the District's Plan for Responding to a Medical Emergency at a Physical Fitness Facility. It is important to note that the District will not supervise the activity nor will it supply individuals to act as emergency responders. If the law requires that a particular facility have one or more AED's present, then the Renting Organization must:
 - No trained AED user is required on the premises when the activity is not directly supervised by an employee of the district and the activity occurs outside of staffed business hours.
 - Designate at least one adult who agrees to be an emergency responder.
 - Give a copy of the District's plan for responding to medical emergencies to each designated emergency responder.
 - Require that 9-1-1 be called for medical emergencies and whenever an AED is used.
 - Ensure that each designated emergency responder knows the location of first aid equipment and any AED.
 - Arrange for at least one emergency responder to have a tour of the facility before the activity.
 - Ensure that if an AED is used, all appropriate forms are completed.

Estimated
Facilities & Services

Charge

| | |
|-------|----------|
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |

Estimated
Facilities & Services

Charge

| | |
|---|----------|
| Regular Custodial (@ \$35 per hour) | \$ _____ |
| Holiday Custodial (@ \$50.00 per hour) | \$ _____ |
| <u>Security</u> (@ \$45.00 per hour) | \$ _____ |
| District Representative (@ \$35.00 per hour) | \$ _____ |

| | | | |
|--|----------|--|----------|
| Skilled Craftsmen (@ \$60.00 per hour) | \$ _____ | Security (@ \$45.00 per hour) | \$ _____ |
| Grounds Crew @ \$35.00 per hour) | \$ _____ | District Representative (@\$35.00 per hour) | \$ _____ |
| | | Stagehand/Lighting (@ \$20.00 per hour) | \$ _____ |
| | | Energy Surcharge (See attached schedule) | \$ _____ |
| Total Estimated Rental Charge | \$ _____ | Total Estimated Services Charge | \$ _____ |
| Grand Total Estimated Facilities Rental and Service Charge (to be prepaid) | | \$ _____ | |

| | | | |
|------------------------|----------|-----------------------------|----------|
| Actual Rental Charges | \$ _____ | Balance Due School District | \$ _____ |
| Actual Service Charges | \$ _____ | Balance Due Organization | \$ _____ |
| Total Actual Charges | \$ _____ | | |

| | | | |
|-------------------------|-------|--------------|-------|
| Name of Organization | _____ | Contact | _____ |
| Address of Organization | _____ | Phone Number | _____ |
| City/State/Zip Code | _____ | Fax Number | _____ |
| Signature | _____ | Date | _____ |

Accepted by the Board of Education and the Administration of Kankakee School District #111:

| | | | |
|-------------------------|-------|------|-------|
| Principal/Administrator | _____ | Date | _____ |
| School | _____ | | |

NOTE: ALL FOOD AND DRINK PROHIBITED IN AUDITORIUMS AND GYMNASIUMS

Football Field Rental Agreement Guidelines

- A District #111 representative is required to open the facility, remain on site and close the facility. The employee will operate the scoreboard and/or announce as needed.
- In the event of a cancellation due to weather, the determination would be made by the District Representative and the Renter would be notified of such cancellation.
- KSD#111 provides all game day equipment, yard markers, chains and goal post pads.
- Press box, scoreboard and sound system are available and can be used under the direction of the District Representative. Adults only allowed in Press Box area. Additional fee charged for Press Box.
- No vehicles are allowed on the track or football field at any time.
- Renting Organization is to provide on-site medical coverage.
- The Renting Organization must clean all debris at the completion of the event. All debris must be placed in the dumpsters near the receiving doors of KHS. No debris should be placed in the fenced-in yard waste dumpster near the athletic field.
- Renting Organization is responsible for any damage to equipment, field, or facility. Any damage must be reported to the District Representative and repair must be addressed immediately. The fee for damages will be based upon the repair or replacement cost at the Board's discretion.

Energy Surcharge Schedule

For utility and energy costs (i.e., heating, cooling and electricity costs) incurred by the School District for rented facilities that would otherwise not be in use, the following energy surcharge schedule shall apply. This schedule may be updated from time to time as energy costs, usage factors, mechanical systems and other items impacting costs incurred by the School District change:

| Space | Season | 4-Hour Run Time Fee | 8-Hour Run Time Fee | 12-Hour Run Time Fee |
|---|---------|---------------------------|---------------------------|----------------------------|
| Classroom | Heating | \$7 | \$12 | \$15 |
| | Cooling | \$7 | \$12 | \$15 |
| Library | Heating | \$25 | \$45 | \$60 |
| | Cooling | \$25 | \$45 | \$60 |
| Multi-Purpose Room | Heating | \$30 | \$55 | \$75 |
| | Cooling | N/A | N/A | N/A |
| Cafeteria | Heating | \$35 | \$65 | \$90 |
| | Cooling | N/A | N/A | N/A |
| Small Auditorium (King/Kennedy) | Heating | \$30 | \$55 | \$75 |
| | Cooling | N/A | N/A | N/A |
| Medium Auditorium (KHS/KJHS) | Heating | \$35 | \$65 | \$90 |
| | Cooling | N/A | N/A | N/A |
| Large Auditorium (LCC) | Heating | \$50 | \$90 | \$120 |
| | Cooling | \$60 | \$110 | \$150 |
| Gym | Heating | \$40 | \$70 | \$90 |
| | Cooling | N/A | N/A | N/A |
| King Gym | Heating | \$50 | \$90 | \$120 |
| | Cooling | N/A | N/A | N/A |
| Football Field Lights (Electricity Costs) | | \$40 | \$70 | \$90 |

Heating Season is be deemed to be any time of year when the boiler and heating plant are specifically employed for the use of a rented space that would otherwise be unneeded.

Cooling Season is deemed to be any time of year when the air conditioning and cooling plant are specifically employed for the use of a rented space that would otherwise be unneeded.

Revised: March 2010
 October 2012
 January 2014

■

Kankakee School District # 111 Facility Rental Application

***This application must be completed at least one month prior to the event.
Renter must receive a signed contract from the District prior to advertising event to the public.***

Organization Name: _____

Contact Name: _____

Day Telephone # _____

Night Telephone # _____

Fax # _____

Address: _____

District Building you wish to rent: _____

Type of Event: _____

Description of Event: _____

Dates & Times of Event _____

Practice Dates & Times _____

Expected Attendance _____

Targeted Audience (age group): _____

Advertised/Open to Public _____ Yes _____ No

Will there be a charge to
attend your event? _____ Yes _____ No

If yes, what will the charge be? _____

Have you rented our facility before? _____ Yes _____ No

If yes, provide details _____

List any special equipment needs: _____

Name of Certified Lifeguard:
Required for pool rental

Kankakee School District # 111 Facility Rental Application – Page Two

List anything unusual about your performance: (Flying Effects, Sound or Visual Effects, Unusual Backdrops)

No hazardous materials, including but not limited to flammable materials or liquids, fireworks, pyrotechnic devices, explosives, poisonous materials or plants, strong acids or caustics, or dangerous animals will be brought onto the premises or used in any way while occupying any portion of any School District owned property.

Will you be selling anything?
(Food, T-shirts, etc.)

_____ Yes _____ No

If yes, please provide details.

Only Pepsi products may be sold

Will you need the services of the
District's Food Service Department?

_____ Yes _____ No

If yes, please provide details:

If you are providing Catering,
please provide Vendor Name

If this application is approved, the organization will be required to provide a copy of the Food Sanitation Certificate for the Vendor prior to entering into the use of the facilities.

What type of Security & Supervision
will you provide for the event?

Kankakee Police may be required as security due to number of attendees/size of facility at the discretion of the Board of Education.

I understand by signing below that if this application is approved, the organization will be required to save and hold harmless the Board of Education, the Administration and the Employees of the Kankakee School District for any and all actions and causes of action or claims for damage arising or growing out of the use and occupancy of the facilities pursuant to this agreement and that the organization has "Occurrence Coverage" insurance for a minimum of \$1,000,000 single combined limit of liability against personal injury and/or property loss and damage and the organization will need to provide a Certificate of Insurance showing Kankakee School District #111 as additional insured prior to entering into the use of the facilities.

Signature

Date

Name & A.M. Best Rating
of Insurance Provider:

NOTE: All Food and Drink is prohibited in auditoriums and gymnasiums.
The use of tobacco or alcoholic beverages will not be permitted on
School premises under any circumstances.

Kankakee School District # 111 Facility Rental Application – Page ThreeApproval Process

Concerns or Issues of Building Principal/Administrator:

Estimated Charges:

** Signature of Building Principal/Administrator Submitting Application and Date

Signature Date

Application Approved by Business Services Department

Application Denied by Business Services Department

Kankakee Police Required for EventComments:

** Signature of Assistant Superintendent of Business Services Reviewing Application and Date

Signature Date

Once the application is approved by the Assistant Superintendent of Business Services, the Building Principal/Administrator will contact the Renting Organization to finalize the Agreement for Use of School Facilities. The agreement outlines charges for the use of the facility in addition to lighting, custodial and energy charges.

No advertising shall be made until Rental Agreement has been finalized.

Developed: October 2012

Revised: January 2014

■

Exhibit**Field Trip Permission and Waiver Form**

Student's Name: _____

My son/daughter _____ has my permission to go on the school trip
to _____ (place) on _____ (date).

My permission is also granted for medical care and treatment if the need arises. I have hospitalization insurance with _____ Company, which will cover medical and/or hospital expenses if incurred. I understand that the school district has purchased limited student accident insurance but such insurance is limited and may not be sufficient to cover the student's injuries. I further understand that the school district will not be held liable for any accidents which may occur while on this trip, unless the school district is proven in a court of law to be grossly negligent in its care, supervision, or to have willfully contributed to my child's injury.

Parent/Guardian Signature_____
Date

=====

=====

Permiso Para Paseos

Nombre del Estudiante: _____

Mi hijo/hija (nombre del estudiante) _____ tiene mi permiso de ir al
viaje de la escuela a _____ (lugar) el día _____ (fecha).

My permiso también se concede para la asistencia médica y el tratamiento si se presenta la necesidad. Tengo seguro de hospitalización con la compañía _____ que cubrirá el costo medico o costos del hospital que se incurran. Entiendo que el distrito de la escuela ha comprado una aseguranza limitada para accidentes de estudiantes es limitada y puede no ser suficiente para cubrir las lesiones de las estudiantes. Entiendo que el Distrito Escolar no asegura a los estudiantes contra lesión accidental y no será considerado responsable por ningún accidente que puedan ocurrir durante el viaje, a menos que el distrito de la escuela sea declarado en una corte de ley ser negligente en su cuidado, supervisión, o haber contribuido substancialmente a la lesión del estudiante.

Firma de los Padres/Guardianes_____
Fecha

Developed: January 1999
Revised: November 1999
July 2012



Operational Services

Exhibit - Free and Reduced-Price Food Services; Meal Charge Notifications

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

Date:

To: Students, Parents/Guardians, and Staff

Re: Eligibility and Meal Charge Notifications

The following notification is provided 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*. 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 students are unable to pay for their 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. Department of Agriculture, and distributed by the Illinois 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 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*. The District will make reasonable efforts to collect charges classified as delinquent debt.

When a student's funds are low or 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. If a parent/guardian regularly fails to provide meal money and does not qualify for free meal 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.

LEGAL REF.: Healthy Hunger-Free Kids Act of 2010 (P.L. 111-296).
7 C.F.R. §245.5.
23 Ill.Admin.Code Part 305, School Food Service.

[August 2017]

■

Exhibit**General Personnel - Conditional Job Offer Form****Part I - To be completed by Supervisor and submitted to HR with employment recommendation**

1. Applicant's Name: _____
2. Please check the classification for this position:

| | | | |
|---|--|--|-----------------------------------|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Teacher | <input type="checkbox"/> Food Service | <input type="checkbox"/> Clerical |
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Custodial-Maintenance | <input type="checkbox"/> Special Other | |
3. Title of the Position: _____
4. Name of the Building (Cost Center): _____
5. Effective date candidate began working in this position, **if prior to** Board Approval: _____
6. Daily Starting Time (Hours): ____:____ Daily Ending Time (Hours): ____:____

Part II - To be completed by Human Resources and submitted to Payroll for processing

1. Closing date of the posting for this position: _____
2. Substitute Rate of Pay (if applicable): _____ Contractual Rate of Pay: _____
3. Date of Board Approval: _____
4. Effective date of all benefits: _____
5. Effective starting date from Board Approval: _____
6. Date of the following items received in the Human Resources Office:

| | |
|-------------------------------------|--------------------------------|
| _____ Completed Physical | _____ TB Test |
| _____ Official Transcripts | _____ NCLB Approval |
| _____ Verification of Certification | _____ Background Check |
| _____ Proof of Prior Employment | _____ Other Required Documents |
7. Interview Date in Human Resources: _____
8. Retroactive compensation date: _____

Notes:

Developed: October 2008
Amended: October 24, 2011



Kankakee School District

GIFTED EDUCATION PROGRAM

Your child has been recommended for the Gifted Education Program. Permission is needed in order to test for entrance in the program. Please complete the form below and return to your child's classroom teacher or to the address indicated below as soon as possible. You will be notified by mail with the test results.

PERMISSION TO TEST

I give permission for my child, _____, to be tested for possible inclusion in the Gifted Education Program.

DATE: _____

(Signature of Parent or Guardian)

ADDRESS: _____

TELEPHONE NUMBER : _____

E-MAIL ADDRESS: _____

CHILD'S CURRENT GRADE _____ SCHOOL _____ TEACHER _____

Return to:

Jennifer Way

Gifted Education Program

240 Warren Ave.

Kankakee, IL 60901

Instruction

Exhibit - Guidelines and Application for Using Animals in School Facilities for Educational Purposes

To be submitted to the Building Principal

This application must be approved before an animal may be brought into any school facility. Animals may be brought into the classroom or learning center for educational purposes, provided 1) prior permission is received from both the supervising teacher and the Building Principal or designee; and 2) the following *Guidelines for Using Animals in School Facilities* are agreed to by the applicant, the supervising teacher, and/or the animal owner.

Please print

| | |
|--|----------------------------|
| _____ Name and type of animal | _____ School facility |
| _____ Materials (i.e., cages, food, etc.) | _____ Date(s) requested |
| _____ Educational purpose | |

Guidelines for Using Animals in School Facilities

Prohibited Animals

The following animals are prohibited in school facilities:

1. Inherently dangerous animals (e.g., lions, tigers, cougars, and bears)
2. Nonhuman primates (e.g., monkeys and apes)
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes)
4. Aggressive or unpredictable animals, wild or domestic
5. Stray animals with unknown health and vaccination history
6. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians)

Vaccination Requirements

Prior to bringing certain animals into school facilities, current health records and/or proof of current vaccination is required as follows:

1. Cats – A health certificate signed by a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
2. Dogs – A health certificate signed by a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPIV), parovirus, Bordatella, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
3. Ferrets – A health certificate signed by a licensed veterinarian showing proof of current vaccination against rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
4. Psittacine Birds – Proof of treatment or negative test results for psittacosis (avian

chlamydiosis).

General Guidelines

To protect students and staff from zoonotic diseases, the following guidelines apply to animals brought into school facilities for educational purposes:

1. The Building Principal or designee must approve all animals brought into school facilities.
2. Animals must be clean and free of intestinal parasites, fleas, ticks, and mites.
3. Students must be supervised by District staff during all human-animal contact.
4. Animals should be handled humanely.
5. Animals should be displayed in enclosed cages or under appropriate restraint (e.g., leash).
6. Animals may not roam free, fly free or have contact with wild animals.
7. No animals are allowed in areas where food or drink is prepared or consumed.
8. Food for animals must be stored in air-tight, closed containers (preferably hard plastic) to prevent spills and attracting nuisance animals and/or insects.
9. Anyone handling animals must wash his/her hands thoroughly with warm water and soap afterwards. Hand sanitizer may not be used as a substitute for soap and water.
10. Areas where animals have been present must be cleaned and disinfected by District staff.
11. Animal waste must be appropriately disposed of by a District staff member (e.g., using disposable plastic gloves and plastic bags). Under no circumstances are students allowed to clean cages/aquariums or handle animal waste.
12. The supervising teacher must:
 - A. Consult with parent(s)/guardian(s) to determine any special considerations needed for students who are immunocompromised or have allergies, asthma, or other health concerns; and
 - B. Complete and issue the *Student Permission for Exposure to Animal(s)* form to the parent(s)/guardian(s) of all students who will be exposed to the animal(s).
13. A responsible adult must accompany all animal visits into school facilities.

Procedures for the Housing, Care and Handling of Specific Animals

1. Dogs – All dogs must be housebroken.
2. Farm animals – Due to the risk of E. coli O157:H7, Salmonella, Campylobacter, and Cryptosporidium, these animals are not appropriate unless meticulous attention to personal hygiene can be assured.
3. Ferrets – Ferrets bite when startled, therefore students should not handle ferrets in the classroom. Students under the age of five are prohibited from having contact with these animals.
4. Fish – Use disposable gloves when cleaning aquariums. Do not dispose of aquarium water in sinks used for food preparation or for obtaining drinking water.
5. Hamsters, Guinea pigs, and Gerbils – Due to the risk of Salmonella bacteria and Lymphocytic choriomeningitis virus, special care must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.
6. Psittacine Birds – Because these birds (e.g., parrots, parakeets, budgies, and cockatiels) can carry disease, students are prohibited from handling them. Staff members should clean cages when students are not present.

7. Reptiles and Amphibians – Due to the risk of Salmonella bacteria, special precautions must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.

Animal-Related Injuries

If an animal bites, scratches, or otherwise injures someone at school and the skin is pierced, the Building Principal or designee will ensure:

1. The teacher immediately reports the incident to the Building Principal or designee and school nurse;
2. If necessary, the school nurse notifies public health authorities;
3. The school nurse notifies the student's parent(s)/guardian(s); and
4. An incident/accident report is completed by the staff member responsible at the time of the injury and forwarded to the school nurse.

Additional Applicant, Supervising Teacher, and Animal Owner Responsibilities

1. Applicant responsibilities:
 - A. The applicant must have a plan that assures the animal is appropriately housed, humanely cared for, and properly handled.
 - B. The applicant must submit health records and/or proof of current vaccination as set forth in these *Guidelines for Using Animals in School Facilities*.
 - C. Animals are not to be transported on school buses.
2. Supervising teacher and/or facility staff responsibilities:
 - A. The supervising teacher signing the application must assume primary responsibility for the animal.
 - B. Only the teacher or students designated by the teacher are to handle the animals.
 - C. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
3. Animal owner's responsibilities:
 - A. The animal's owner agrees to hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the animal.
 - B. The animal's owner, if different from the person making the application, must sign below demonstrating that he or she granted permission for the animal to come into the classroom and agrees to the conditions set forth in this application.

I agree to abide by the *Guidelines for Using Animals in School Facilities* outlined above in this application.

Applicant (*please print*) Telephone number _____

Address

Applicant's signature Date _____

Supervising teacher (*please print*)

Supervising teacher's signature Date _____

Animal owner's name if different from applicant (*please print*)

Animal owner's signature Date _____

The Building Principal will base his or her decision on the information being provided in this application as well as other criteria deemed important. *Note to Building Principal or designee: after approving or denying this application, return a copy of it to the applicant and keep the original in the school office.*

☐ **Approved** ☐ **Denied**

Building Principal or designee's signature Date _____

Developed: June 27, 2011

Rewritten: March 20, 2017





Illinois State Board of Education

100 North First Street, E-222
Springfield, Illinois 62777-0001

MCKINNEY-VENTO HOMELESS EDUCATION COMMON FORM

REGULATORY SUPPORT AND WELLNESS DIVISION

| | | | | |
|--|--|--|------------|--|
| DISTRICT NAME AND NUMBER | | SCHOOL NAME | | |
| STUDENT NAME | <input type="checkbox"/> Male <input type="checkbox"/> Female | DATE OF BIRTH (mm/dd/yyyy) | SIS NUMBER | GRADE (PRESCHOOL – 12) |
| CONTACT PERSON (Parent, Guardian, Other) | | UNACCOMPANIED YOUTH* | | PRESCHOOL AGE (3-5 CHILD) |
| | | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ADDRESS (Street, City, State, Zip Code) <input type="checkbox"/> Permanent <input type="checkbox"/> Temporary | | TELEPHONE (Include Area Code) | | |
| RACE <input type="checkbox"/> WHITE <input type="checkbox"/> BLACK <input type="checkbox"/> HISPANIC <input type="checkbox"/> ASIAN/PACIFIC ISLANDER <input type="checkbox"/> AMERICAN INDIAN/ALASKAN NATIVE <input type="checkbox"/> MULTI-RACIAL/ETHNIC | | | | |

*unaccompanied youth – youth who is not in physical custody of parent or guardian.

CONFIDENTIAL INFORMATION

Complete only if it shows (1) your child's current living situation; or (2) your living situation if you are a youth not living with a parent or guardian.
Check the appropriate box:

- | | |
|--|--|
| <input type="checkbox"/> Shelter | <input type="checkbox"/> With relatives or others due to lack of housing |
| <input type="checkbox"/> Motel/hotel, camping ground, or other similar situation due to lack of alternative, adequate housing due to the loss of housing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Train or bus station, park, or in a car | <input type="checkbox"/> Disaster victim? Explain: _____ |
| <input type="checkbox"/> Abandoned apartment/building | _____ |

Is there a current Order of Protection or No Contact Order which concerns the student? ☐ Yes ☐ No

Last school attended: _____

Eligible for any educational and school related activities and services?

- ☐ Special Education (IDEA) ☐ English Language Learners (ELL) ☐ Gifted and Talented ☐ Vocational Education ☐ Preschool age 3-5
☐ Other: _____

Possible Barriers to Education

- ☐ School Selection ☐ Transportation ☐ School Records ☐ Immunizations or other medical records
☐ Other: _____

Proposed Services and Activities – 16 Allowable Services under McKinney-Vento

- | | |
|---|---|
| <input type="checkbox"/> Tutoring or other instructional support | <input type="checkbox"/> Expedited evaluations |
| <input type="checkbox"/> Referrals for medical, dental, & other health services | <input type="checkbox"/> Staff professional development/awareness |
| <input type="checkbox"/> Assistance with participation in school programs | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Obtaining or transferring records necessary for enrollment | <input type="checkbox"/> Early childhood programs – preschool, Head Start |
| <input type="checkbox"/> Coordination between schools and agencies | <input type="checkbox"/> Before/after-school, mentoring, summer programs |
| <input type="checkbox"/> Clothing to meet a school requirement | <input type="checkbox"/> Parent education related to rights/resources |
| <input type="checkbox"/> Emergency assistance related to school attendance | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> Addressing needs related to domestic violence | <input type="checkbox"/> School supplies |
| <input type="checkbox"/> Referral to other programs and services | <input type="checkbox"/> Other _____ |

COMMENTS: _____

To the best of my knowledge, the information in this document is accurate:

Name (please type or print)

ROE/LEA/Agency

Title

Signature

Date

Please list below the children in your care: (Attach additional sheets if necessary.)

| NAME OF CHILD | DATE OF BIRTH | SEX | | GRADE LEVEL | NAME OF LAST SCHOOL ATTENDED | NAME OF NEW SCHOOL |
|---------------|---------------|--------------------------|--------------------------|-------------|------------------------------|--------------------|
| | | M | F | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | / / | <input type="checkbox"/> | <input type="checkbox"/> | | | |

CONTACT INFORMATION OF FAMILY (optional)

SERVICES ALREADY BEING PROVIDED

OTHER INFORMATION

ILLINOIS STATE POLICE

Illinois Uniform Crime Reporting Program

SCHOOL-RELATED FIREARM INCIDENT REPORT

INSTRUCTIONS: Assign a school report number (up to 12 characters). If there are more than two offenders/victims, use another form and change the offender/victim number accordingly (victim 3, victim 4, etc.). Indicate place of occurrence, including buildings or vehicles owned or leased by the school (leased buildings not on school property should be reported under "Other"); each type of weapon involved (if a pretend or "look-alike," record under "Other Firearm"); and all offenses involved. If the offense is "Found Weapon," do not enter offender/victim information. Use "Found Weapon" only when there is no offender or victim; for example, "found weapon on gymnasium floor."

| | |
|-----------------------|-----------------------|
| School Name: _____ | School ID Code: _____ |
| Contact Person: _____ | Phone: _____ |

INCIDENT INFORMATION

| | | |
|---|---|---|
| Report # _____ Date of Incident _____ <div style="text-align: right; font-size: small;">month/day/year</div> Time of Occurrence _____ <div style="text-align: right; font-size: small;">military time</div> Place of Occurrence <input type="checkbox"/> School (inside) <input type="checkbox"/> School grounds <input type="checkbox"/> School transportation <input type="checkbox"/> Other (specify) _____ | Type of Weapon <input type="checkbox"/> Handgun <input type="checkbox"/> Rifle <input type="checkbox"/> Shotgun <input type="checkbox"/> Other firearm (specify) _____ <hr/> Weapon Discharged <input type="checkbox"/> Yes <input type="checkbox"/> No | Type of Crime (include attempts) <input type="checkbox"/> Murder <input type="checkbox"/> Criminal sexual assault <input type="checkbox"/> Robbery <input type="checkbox"/> Motor vehicle theft <input type="checkbox"/> Aggravated assault/Aggravated battery <input type="checkbox"/> Criminal damage to property <input type="checkbox"/> Unlawful firearm use/sale/possession <input type="checkbox"/> Found weapon <input type="checkbox"/> Other (specify) _____ |
|---|---|---|

OFFENDER INFORMATION

| OFFENDER #1 | OFFENDER #2 |
|---|---|
| Age _____ Sex <input type="checkbox"/> Male <input type="checkbox"/> Female Race <input type="checkbox"/> American Indian/Alaskan native <input type="checkbox"/> Multi-racial <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Unknown <input type="checkbox"/> Hispanic Student of School <input type="checkbox"/> Yes <input type="checkbox"/> No Expelled <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown Suspected Gang Member <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown Gang Affiliation (if known) <input type="checkbox"/> Black Gangster Disciples <input type="checkbox"/> Vice Lords <input type="checkbox"/> Latin Kings <input type="checkbox"/> Unknown <input type="checkbox"/> Maniac Latin Disciples <input type="checkbox"/> Other _____ <input type="checkbox"/> Simon City Royals _____ | Age _____ Sex <input type="checkbox"/> Male <input type="checkbox"/> Female Race <input type="checkbox"/> American Indian/Alaskan native <input type="checkbox"/> Multi-racial <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Unknown <input type="checkbox"/> Hispanic Student of School <input type="checkbox"/> Yes <input type="checkbox"/> No Expelled <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown Suspected Gang Member <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown Gang Affiliation (if known) <input type="checkbox"/> Black Gangster Disciples <input type="checkbox"/> Vice Lords <input type="checkbox"/> Latin Kings <input type="checkbox"/> Unknown <input type="checkbox"/> Maniac Latin Disciples <input type="checkbox"/> Other _____ <input type="checkbox"/> Simon City Royals _____ |

VICTIM INFORMATION

| VICTIM #1 | VICTIM #2 |
|--|--|
| Age _____ Sex <input type="checkbox"/> Male <input type="checkbox"/> Female Race <input type="checkbox"/> American Indian/Alaskan native <input type="checkbox"/> Multi-racial <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Unknown <input type="checkbox"/> Hispanic Student of School <input type="checkbox"/> Yes <input type="checkbox"/> No Expelled <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown Suspected gang member <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown Gang affiliation (if known) <input type="checkbox"/> Black Gangster Disciples <input type="checkbox"/> Vice Lords <input type="checkbox"/> Latin Kings <input type="checkbox"/> Unknown <input type="checkbox"/> Maniac Latin Disciples <input type="checkbox"/> Other _____ <input type="checkbox"/> Simon City Royals _____ Type of Injury <input type="checkbox"/> None <input type="checkbox"/> Major (gunshot) <input type="checkbox"/> Minor <input type="checkbox"/> Unknown | Age _____ Sex <input type="checkbox"/> Male <input type="checkbox"/> Female Race <input type="checkbox"/> American Indian/Alaskan native <input type="checkbox"/> Multi-racial <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Unknown <input type="checkbox"/> Hispanic Student of School <input type="checkbox"/> Yes <input type="checkbox"/> No Expelled <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown Suspected gang member <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown Gang affiliation (if known) <input type="checkbox"/> Black Gangster Disciples <input type="checkbox"/> Vice Lords <input type="checkbox"/> Latin Kings <input type="checkbox"/> Unknown <input type="checkbox"/> Maniac Latin Disciples <input type="checkbox"/> Other _____ <input type="checkbox"/> Simon City Royals _____ Type of Injury <input type="checkbox"/> None <input type="checkbox"/> Major (gunshot) <input type="checkbox"/> Minor <input type="checkbox"/> Unknown |

Please return to the address below by the 10th day of the following month:
 ILLINOIS STATE POLICE • Illinois Uniform Crime Reporting Program (I-UCR)
 100 Iles Park Place, P.O. Box 3677 • Springfield, IL 62708-3677 • FAX 217/524-8850
 Call I-UCR program staff at 217/782-3310 if you have any questions regarding this form.

KSD #111 Meeting Agenda

Topic: **ILT Meeting**

Date: 9/12/18

Time: 2:10

| | | | |
|------------------------------|---|--------------------|--|
| Facilitator: Dr. Gray | | Timekeeper: | |
| Recorder: | | | |
| Team Members Present: | | | |
| 1. | 2. | 3. | |
| 4. | 5. | 6. | |
| 7. | 8. | 9. | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Team Norms | | | |
| Meeting Outcomes | To develop an effective system of communication including roles and responsibilities, expectations and procedures that will support, encourage and retain effective leaders. | | |

| Agenda Item | Minutes (Summary of Key Points) |
|---|---------------------------------|
| Assign Roles | |
| <p>Part 1. What part of the data catch your attention? (10) minutes</p> <p>Using just the factual data, have individuals silently write on post-its (one per post-it) or highlight data that stand out.</p> | |
| <p>Part 2. What does the data tell us that should be of concern? (15 minutes)</p> <p>Make inferences about the data with supporting evidence, particularly paying attention to patterns and trends. What areas are schools, classrooms or students struggling in?</p> | |
| <p>Part 3. What good news is there to celebrate? (5 minutes)</p> <p>Make inferences about the strengths based on the data.</p> | |

| | | | |
|--|---|-----|-----------------|
| Record responses on chart paper using a T-Chart | | | |
| <p>Part 4. What feedback will provide? (5 minutes)</p> <p>Which schools, classrooms, or teachers need additional time to achieve at a higher level?</p> <p>What recommendations does the team have for addressing the concerns?</p> <p>How will the feedback be provided?</p> | | | |
| Part 5. Evaluate | | | |
| Next Steps | | | |
| Assignments /Next Steps | What needs to be done | Due | Who is assigned |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | What do we need to bring to the next meeting? | | |
| Parking Lot | What other issues need to be addressed on another date? | | |
| Process Observation | | | |

Kankakee School District #111
Important Message Concerning Section 504
Life-threatening Allergies & Chronic Illnesses

Date

Dear Parent/Guardian:

It is our goal to ensure a safe and supportive environment to all of our students. The legislature passed Public Act 96-0349 to address safe and supportive environments for students with life-threatening allergies or chronic illnesses. Public Act 96-0349 requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. The intent of this notice is to inform you of your student's rights and protections that promote safe participation in our school's programs.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the District's School Nurse or 504 Coordinator by contacting the Special Education Department at 815-933-0720. You will be asked to submit The Physician Statement for Food Substitution, Allergy History Form and Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form to your school immediately.

Section 504 protects students from discrimination due to a disability that substantially limits a major life activity. If a student is suspected of having a qualifying disability under Section 504, the school will convene a Section 504 team to determine eligibility and as needed, appropriate supports and services to address the student's individual needs. Under Section 504, a student with a physical or mental impairment which substantially limits a major life activity, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, and learning, may meet the definition of a student with a disability. If the student has a qualifying disability, the 504 team will look at how the disability limits access to school programs and whether the student is eligible for protection from discrimination under Section 504. If the student is protected under Section 504, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that the 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 the Educational Support System with an Educational Support Team plan and an Individualize Health Care Plan (IHCP).

Some students may not only be protected by Section 504, but may also be eligible for special education services. The Section 504 coordinator or the School Nurse may help with referrals to the Special Education Department of the District.

Sincerely,

Jeanette C. Kreuz, Assistant Superintendent for Business Services

Developed: January 10, 2011



Operational Services

Exhibit – Letter to Parents/Guardians Regarding Student Safety

On District letterhead

Date

Re: Student Safety

Dear Parents/Guardians:

Student safety is our District's top priority. Our District has developed a *Comprehensive Safety and Security Plan*. In addition to physical safety, the District is concerned with students' emotional well-being 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. In addition, the District has a District Safety Coordinator and each school has a Safety Team. State law requires the District to annually review its plans.

Communications to Stakeholders

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

Emergency Responses

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. For evacuation purposes, each school has at least one off-campus 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 website www.ksd111.org.

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 Safety Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or 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.

Website Address: www.ksd111.org

Sincerely,

Principal

[October 2014]

■

Operational Services

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 State Police's website. The Illinois State Police website contains the following:

Illinois Sex Offender Registry, www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

Developed: October 28, 2013

Revised: October 27, 2014

Students**Exhibit - Insurance**

We understand the District has purchased limited student accident insurance for my son/daughter

_____, a student at _____ school for the current year.

We are aware that the said student accident insurance plan provides limited coverage for accidents in which a student may be involved through participating in school-sponsored activities, including football. We are also aware that because the coverage is limited, we the parent or legal guardian may still have financial responsibility for any and all injuries for the said child arising out of any such accident, either out of pocket or through any private medical and hospitalization insurance, which we may have covering such injuries to our child. **We fully accept this responsibility.**

Parent's Signature

Date

Subscribed and sworn to me before this _____ day of _____

Seal

Notary Public

My commission expires _____

=====

Renuncia de Seguro

Entiendo que el Distrito ha comprado una aseguranza para accidentes limitada para mi hijo(a)
_____ él/ella es estudiante en la escuela

_____ este año escolar.

Sabemos que el plan de aseguranza de accidentes para estudiantes provee una cobertura limitada para accidentes en el cual un estudiantes puede verse envuelto cuando participe en actividades deportivas ofrecidas por la escuela, incluyendo el futbol americano. Nosotros también sabemos que porque la cobertura es limitada, nosotros los padres o tutores legales tendremos la responsabilidad financiera por cualquier lesión y todas la lesiones que tenga nuestro hijo/a en cualquier accidente, que nosotros pagaremos o sea a través de un médico privado y aseguranza de hospital, las cuales cubrirán las lesiones que nuestro(a) hijo(a) pueda tener. **Nosotros aceptamos responsabilidad total.**

Firma del padre/tutor

Fecha

Testificado ante mí este día _____ del mes _____

Sello

Notario Público

Mi comisión termina el _____

(February 1995)
Revised: July 2012



Students

Exhibit - Interview Form for Bullying Investigation

To be completed by the Building Principal or designee to obtain information about a bullying report. Use this form as a coversheet for each person interviewed during the investigation.

Name of person interviewed: _____ Date: _____

Name of interviewer: _____ Title: _____

Instructions for Interviewer

1. Protect the identity of the student who reports. Begin a prompt, thorough and impartial investigation by interviewing witnesses separately in a private location with a school colleague present (not the school resource officer). Use the **Questions** section below to guide your notes while you interview the person listed above. Attach to 7:180-AP1, E7, *Response to Bullying*.
2. Make your notes on a separate document and attach them to this form.
3. Review and preserve any videos, photos, screenshots or other physical evidence and label it.
4. File this form, notes, and any other evidence provided in a designated investigation and response folder.
5. Use this form to complete 7:180-AP1, E7, *Response to Bullying*.
6. Create a *Basic Facts* section, i.e., who, what, where, when, why and how.
7. Record the actions and behavior that were experienced or observed (follow-up with leading questions to complete the description of what happened and its consequences, if necessary).
8. Include open-ended questions. For example, ask "How are you feeling?" "How has what happened affected you?"

Questions

1. Has this happened before?
2. Do you fear for your safety? How? Where (at school, home, or both places)?
3. Do you fear that harm would come to any of your personal property? How?
4. Age appropriately ask whether the target's health (physical, emotional, and/or mental) has been affected. How (seen by a doctor, missing school)?
5. Has your academic performance been affected? How (increase in tardiness/absences, grades going down, missed assignments)?
6. Have you quit or modified attendance in any extracurricular activities?
7. Have you changed any of your usual routines at school (using different hallway, skipping lunch in lunchroom or using different lunch period, taking different route to school, etc.)?
8. Why do you think this behavior is happening?
9. What will help make you feel safe?

[May 12, 2014]

Revised: August 27, 2018



ILLINOIS STATE BOARD OF EDUCATION
Accountability Division
100 North First Street, E-310
Springfield, Illinois 62777-0001

| STUDENT IDENTIFICATION NUMBER (9-digits) | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| | | | | | | | | |

STUDENT TRANSFER FORM

In accordance with Section 2-3.13a of the School Code, all public school districts are to provide this form to any student who is moving out of the school district to verify whether or not the student is "in good standing" and, whether or not their medical records are up-to-date and complete as defined in Section 2-3.13a. "In good standing" means that the student is not being disciplined by an out-of-school suspension or expulsion, and is entitled to attend classes, as of the date of this form. No public school district is required to admit a new student unless they can produce this form from the student's previous Illinois public school district. **This form is not to be returned to the Illinois State Board of Education. It is to be sent directly to the student's new school they will be attending.**

| | | | |
|--|--|--|-------------|
| NAME OF STUDENT (Last, First, Middle) | BIRTHDATE (Month, Day, Year) | GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female | GRADE LEVEL |
| ADDRESS OF STUDENT (Street, City, State, Zip Code) | | | |
| NAME OF PARENT OR GUARDIAN | PARENT/GUARDIAN TELEPHONE (Include Area Code) Home _____ Work _____ | | |
| ADDRESS OF PARENT OR GUARDIAN | | | |
| DISTRICT NAME AND NUMBER TRANSFERRING TO | NEW DISTRICT ADDRESS (City, State, Zip Code) | | |
| NAME OF SCHOOL STUDENT WILL BE TRANSFERRING TO | NAME OF PRINCIPAL AT NEW SCHOOL | | |

Please check (✓) the appropriate box.

- ☐ I hereby attest that the above student is "in good standing" and that all medical records for the above student are up-to-date and complete as of the date of this form.
- ☐ The above student's medical records are **not** up-to-date and complete as documented in the student's permanent records.
- ☐ I hereby attest that the above student is **not** "in good standing" due to a current suspension and/or expulsion from _____ until _____; but is entitled to transfer in accordance with Section 2-3.13a (105 ILCS 5/2-3.13a), unless the receiving district has, pursuant to Section 2-3.13a, adopted a policy providing that if a student is suspended or expelled for any reason from any public or private school in this or any other state, the student must complete the entire term of the suspension or expulsion before being admitted into the school district. This policy may allow placement of the student in an alternative school program established under Article 13A of this Code, if available, for the remainder of the suspension or expulsion.
- ☐ I hereby attest that the above student is **not** "in good standing" due to a current suspension and/or expulsion from _____ until _____ and is **not** eligible for transfer for knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. 8921 et seq.); for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or for battering a staff member of the school.

| | | |
|--------------------------|--------------|--|
| NAME OF PRINCIPAL | SCHOOL PHONE | COUNTY |
| DISTRICT NAME AND NUMBER | | DISTRICT ADDRESS (City, State, Zip Code) |

Date

Signature of Principal

| DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION | | | | | Point Total |
|--|---|--|--|---|----------------|
| Level of Performance | | | | | |
| COMPONENT | UNSATISFACTORY (1) | BASIC (2) | PROFICIENT (3) | DISTINGUISHED (4) | |
| 1a: Demonstrating knowledge of current trends in specialty area and professional development | Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development. | Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development. | Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development. | Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues. | |
| 1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program | Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program. | Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program. | Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program. | Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program. | |
| 1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served | Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. | Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. | Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. | Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues. | |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district | Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. | Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. | Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program. | |

| | | | | |
|---|---|--|---|---|
| 1e: Planning the instructional support program, integrated with the overall school program | Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills. | Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers. |
| 1f: Developing a plan to evaluate the instructional support program | Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Instructional specialist has a rudimentary plan to evaluate the instructional support program. | Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |
| Total Domain Points | | | | |

| DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT | | | | |
|---|--|---|--|--|
| Level of Performance | | | | |
| COMPONENT | UNSATISFACTORY (1) | BASIC (2) | PROFICIENT (3) | DISTINGUISHED (4) |
| 2a: Creating an environment of trust and respect | Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency. | Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist. | Relationships with the instructional specialist are respectful, with some contacts initiated by teachers. | Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers. |
| 2b: Establishing a culture for ongoing instructional improvement | Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement | Teachers do not resist the offerings of support from the instructional specialist. | Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. | Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. |
| 2c: Establishing clear procedures for teachers to gain access to instructional support | When teachers want to access assistance from the instructional specialist, they are not sure how to go about it. | Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not. | Instructional specialist has established clear procedures for teachers to use in gaining access to support. | Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. |
| 2d: Establishing and maintaining norms of behavior for professional interactions | No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. | Instructional specialist's efforts to establish norms of professional conduct are partially successful. | Instructional specialist has established clear norms of mutual respect for professional interaction. | Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. |
| 2e: Organizing physical space for workshops or training | Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop | The physical environment does not impede workshop activities. | Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement |

Point
Total

Domain Total

| DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE | | | | | Total Points |
|---|--|---|--|--|--------------|
| COMPONENT | Level of Performance | | | | |
| | UNSATISFACTORY (1) | BASIC (2) | PROFICIENT (3) | DISTINGUISHED (4) | |
| 3a: Collaborating with teachers in the design of instructional units and lessons | Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. | Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. | |
| 3b: Engaging teachers in learning new instructional skills | Teachers decline opportunities to engage in professional learning. | Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some | All teachers are engaged in acquiring new instructional skills. | Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for | |
| 3c: Sharing expertise with staff | Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers. | |
| 3d: Locating resources for teachers to support instructional improvement | Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available. | Instructional specialist locates resources for instructional improvement for teachers when asked to do so. | Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. | |
| 3e: Demonstrating flexibility and responsiveness | Instructional specialist adheres to his plan, in spite of evidence of its inadequacy. | Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change. | Instructional specialist makes revisions to the support program when it is needed. | Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. | |
| Domain Total | | | | | |

| DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES | | | | |
|---|---|---|--|---|
| COMPONENT | Level of Performance | | | |
| | UNSATISFACTORY (1) | BASIC (2) | PROFICIENT (3) | DISTINGUISHED (4) |
| 4a: Reflecting on practice | Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving. | Instructional specialists' reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved. | Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each. |
| 4b: Preparing and submitting budgets and reports | Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late. | Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time. | Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time. | Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time. |
| 4c: Coordinating work with other instructional specialists | Instructional specialist makes no effort to collaborate with other instructional specialists within the district. | Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate. | Instructional specialist initiates efforts to collaborate with other instructional specialists within the district. | Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district. |
| 4d: Participating in a professional community | Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |

Total
Points

| | | | | |
|--|---|--|--|---|
| 4e. Engaging in professional development | Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | Instructional specialist's participation in professional development activities is limited to those that are convenient or are required. | Instructional specialist seeks out opportunities for professional development based on an individual assessment of need. | Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other |
| 4f. Showing professionalism, including integrity and confidentiality | Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality. | Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality. | Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality. | Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the |
| Domain Total | | | | |

Request for Leave of Absence

(Any employee requesting time off must complete the request for leave of absence form and submit it to the Human Resources Department for approval.)

Today's Date: ____ / ____ / ____

Employee Name: _____

Title: _____

Requesting: ☐ Continuous Leave ☐ Intermittent Leave ☐ Reduced Work Schedule

Beginning Date of Leave: _____

Ending Date of Leave: _____

Reason for Leave:

- ☐ For the birth of a child and/or to care for the newborn child
- ☐ For placement of a child with you for adoption or foster care
- ☐ Your own serious health condition
- ☐ To provide care for your ☐ spouse; ☐ child; ☐ parent due to his/her serious health condition.
- ☐ Because of a qualifying exigency arising out of the fact that your ☐ spouse; ☐ son or daughter; ☐ parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves.
- ☐ Because you are the ☐ spouse; ☐ son or daughter; ☐ parent; ☐ next of kin of a covered servicemember with a serious injury or illness.

Please provide any other details regarding this leave of absence in the space below:

Contact Information (while on leave):

Address: _____

Phone: _____

Email: _____

Employee Signature

Date

For Office Use Only

The above request for leave of absence has been:

☐ Approved ☐ Disapproved

Human Resources Manager Signature

Date

(The Human Resources Department must copy this form and send a copy to the employee and submit the original to payroll for tracking of vacation, personal, and sick time as is applicable.)

Certification of Health Care Provider for
Employee's Serious Health Condition
(Family and Medical Leave Act)

U.S. Department of Labor
Wage and Hour Division



OMB Control Number: 1235-0003
Expires: 5/31/2018

SECTION I: For Completion by the EMPLOYER

INSTRUCTIONS to the EMPLOYER: The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider. Please complete Section I before giving this form to your employee. Your response is voluntary. While you are not required to use this form, you may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308. Employers must generally maintain records and documents relating to medical certifications, recertifications, or medical histories of employees created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

Employer name and contact: _____

Employee's job title: _____ Regular work schedule: _____

Employee's essential job functions: _____

Check if job description is attached: _____

SECTION II: For Completion by the EMPLOYEE

INSTRUCTIONS to the EMPLOYEE: Please complete Section II before giving this form to your medical provider. The FMLA permits an employer to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to your own serious health condition. If requested by your employer, your response is required to obtain or retain the benefit of FMLA protections. 29 U.S.C. §§ 2613, 2614(c)(3). Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request. 29 C.F.R. § 825.313. Your employer must give you at least 15 calendar days to return this form. 29 C.F.R. § 825.305(b).

Your name: _____
First Middle Last

SECTION III: For Completion by the HEALTH CARE PROVIDER

INSTRUCTIONS to the HEALTH CARE PROVIDER: Your patient has requested leave under the FMLA. Answer, fully and completely, all applicable parts. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the employee is seeking leave. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b). Please be sure to sign the form on the last page.

Provider's name and business address: _____

Type of practice / Medical specialty: _____

Telephone: () Fax: ()

PART A: MEDICAL FACTS

1. Approximate date condition commenced: _____

Probable duration of condition: _____

Mark below as applicable:

Was the patient admitted for an overnight stay in a hospital, hospice, or residential medical care facility?

___ No ___ Yes. If so, dates of admission:

Date(s) you treated the patient for condition:

Will the patient need to have treatment visits at least twice per year due to the condition? ___ No ___ Yes.

Was medication, other than over-the-counter medication, prescribed? ___ No ___ Yes.

Was the patient referred to other health care provider(s) for evaluation or treatment (e.g., physical therapist)?

___ No ___ Yes. If so, state the nature of such treatments and expected duration of treatment:

2. Is the medical condition pregnancy? ___ No ___ Yes. If so, expected delivery date: _____

3. Use the information provided by the employer in Section I to answer this question. If the employer fails to provide a list of the employee's essential functions or a job description, answer these questions based upon the employee's own description of his/her job functions.

Is the employee unable to perform any of his/her job functions due to the condition: ___ No ___ Yes.

If so, identify the job functions the employee is unable to perform:

4. Describe other relevant medical facts, if any, related to the condition for which the employee seeks leave (such medical facts may include symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment):

PART B: AMOUNT OF LEAVE NEEDED

5. Will the employee be incapacitated for a single continuous period of time due to his/her medical condition, including any time for treatment and recovery? ☐ No ☐ Yes.

If so, estimate the beginning and ending dates for the period of incapacity: _____

6. Will the employee need to attend follow-up treatment appointments or work part-time or on a reduced schedule because of the employee's medical condition? ☐ No ☐ Yes.

If so, are the treatments or the reduced number of hours of work medically necessary?
☐ No ☐ Yes.

Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period:

Estimate the part-time or reduced work schedule the employee needs, if any:

_____ hour(s) per day; _____ days per week from _____ through _____

7. Will the condition cause episodic flare-ups periodically preventing the employee from performing his/her job functions? ☐ No ☐ Yes.

Is it medically necessary for the employee to be absent from work during the flare-ups?
☐ No ☐ Yes. If so, explain:

Based upon the patient's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next 6 months (e.g., 1 episode every 3 months lasting 1-2 days):

Frequency : _____ times per _____ week(s) _____ month(s)

Duration: _____ hours or _____ day(s) per episode

ADDITIONAL INFORMATION: IDENTIFY QUESTION NUMBER WITH YOUR ADDITIONAL ANSWER.

Students

Exhibit - Letter Containing Schedule for Destruction of School Student Records

Store in the school's or Building Principal's office.

Student's Name: _____

Parent/Guardian
Name(s): _____

School: _____

This notice contains the destruction schedule for your or your child's school records as required by rule of the Illinois State Board of Education, 23 Ill Admin Code 375.40(c).

As you or your child is permanently withdrawing, transferring, or graduating from this School District, you are notified of the schedule below for destruction of the school records. This schedule complies with Illinois School Student Records Act requirements that (1) temporary records be retained for at least five years after a student's transfer, withdrawal, or graduation, and (2) permanent records be retained for at least 60 years after a student's transfer, withdrawal, or graduation. 105 ILCS 10/4(e) and (f). The parent(s)/guardian(s), or the student if he or she is at least 18 years of age at the time of the request, may request a copy of a record at any time prior to the date of destruction listed below.

Temporary records will be destroyed no earlier than: _____
(Date)

Permanent records will be destroyed no earlier than: _____
(Date)

☐ Mailed or ☐ Hand delivered on this _____ day of _____, 20____,
by _____ to the above named parent(s)/guardian(s), or to the
student if he or she is at least 18 years of age.

Sincerely,

Building Principal

Developed: October 2012

Revised: October 23, 2017

■

Community Relations

Exhibit-Letter Notifying Parents of School Visitation Rights

Dear Parent(s)/Guardian(s):

The School Visitation Rights Act permits employed parent(s)/guardian(s), who are unable to meet with educators because of a work conflict, the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at their child's school. Please review the following copy of this Act to determine if you are entitled to a school visitation leave.

Very truly yours,

(district administrator)

SCHOOL VISITATION RIGHTS ACT 820 ILCS 147

147/1 Short title

- § 1. This Act may be cited as the School Visitation Rights Act.

147/5 Policy

- § 5. The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend.

147/10. Definitions

- § 10. As used in this Act:
- (a) "Employee" means a person who performs services for hire for an employer for:
 - 1. at least 6 consecutive months immediately preceding a request for leave under this Act; and
 - 2. an average number of hours per week equal to at least one-half the full-time equivalent position in the employer's job classification, as defined by the employer's personnel policies or practices or in accordance with a collective bargaining agreement, during those 6 months."Employee" includes all individuals meeting the above criteria but does not include an independent contractor.
 - (b) "Employer" means any of the following: a State agency, officer, or department, a unit of local government, a school district, an individual, a

- corporation, a partnership, an association, or a nonprofit organization.
- (c) "Child" means a biological, adopted or foster child, a stepchild or a legal ward of an employee and who is enrolled in a primary or secondary public or private school in this State or a state which shares a common boundary with Illinois.
 - (d) "School" means any public or private primary or secondary school or educational facility located in this State or a state which shares a common boundary with Illinois.
 - (e) "School administrator" means the principal or similar administrator who is responsible for the operations of the school.

147/15. **School conference and activity leave**

- § 15. (a) An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during non-work hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.
- (b) Nothing in this Act requires that the leave be paid.
 - (c) For regularly scheduled, non-emergency visitations, schools shall make time available for visitation during regular school hours and evening hours.

147/20. **Compensation**

- § 20. An employee who utilizes or seeks to utilize the rights afforded by this Act may choose the opportunity to make up the time so taken as guaranteed by this Act on a different day or shift as directed by the employer. An employee who exercises his rights under this Act shall not be required to make up the time taken, but if such employee does not make up the time taken, such employee shall not be compensated for the time taken. An employee who does make up the time taken shall be paid at the same rate as paid for normal working time. Employers shall make a good faith effort to permit an employee to make up the time taken for the purposes of this Act. If no reasonable opportunity exists for the employee to make up the time taken, the employee shall not be paid for the time. A reasonable opportunity to make up the time taken does not include the scheduling of make-up time in a manner that would require the payment of wages on an overtime basis. Notwithstanding any other provision of this Section, if unpaid leave under this Act conflicts with the unreduced compensation requirement for exempt employees under the federal Fair Labor Standards Act, an employer may require an employee to make up the leave hours within the same pay period.

147/25. **Notification**

- § 25. The State Superintendent of Education shall notify each public and private primary and secondary school of this Act. Each public and private school shall notify parents or guardians of the school's students of their school visitation rights. The Department of Labor shall notify employers of this Act.

147/30. **Verification**

- § 30. Upon completion of school visitation rights by a parent or guardian, the school administrator shall provide the parent or guardian documentation of the school visitation. The parent or guardian shall submit such verification to the employer. The State Superintendent and the Director of the Department of Labor shall suggest a standard form of documentation of school visitation to schools for use as required by this Section. The standard form of documentation shall include, but not be limited to, the exact time and date the visitation occurred and ended. Failure of a parent or guardian to submit the verification statement from the school to his or her employer within 2 working days of the school visitation subjects the employee to the standard disciplinary procedures imposed by the employer for unexcused absences from work.

- 147/35. **Employee rights** § 35. No employee shall lose any employee benefits, except as provided for in Section 20 of this Act, for exercising his or her rights under this Act. Nothing in this Act shall be construed to affect an employer's obligation to comply with any collective bargaining agreement or employee benefit plan. Nothing in this Act shall prevent an employer from providing school visitation rights in excess of the requirements of this Act. The rights afforded by this Act shall not be diminished by any collective bargaining act or by any employee benefit plan.

147/40. **Applicability**

- § 40. This Act applies solely to public and private employers that employ at least 50 or more individuals in Illinois, and to their employees.

147/45. **Violation**

- § 45. Any employer who violates this Act is guilty of a petty offense and may be fined not more than \$100 for each offense.

147/49. **Limits on leave**

- § 49. No employer that is subject to this Act is required to grant school visitation leave to an employee if granting the leave would result in more than 5% of the employer's work force or 5% of an employer's work force shift taking school conference or activity leave at the same time.

■

Students**Exhibit - Letter of Residence from Landlord in Lieu of Lease**

A person seeking to enroll a child may use this form as evidence of residency when a signed lease is unavailable – other documents will also be required to establish residency. Return this completed form, signed by your landlord, to the Building Principal. The School District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed and signed by the individual enrolling the child and returned to the Principal. Please print.

| | | |
|---|----------------------|----------|
| Child | School | |
| Individual enrolling the child | Home Telephone | |
| Relationship to the child | | |
| Residence street address | City | Zip code |
| Landlord's name | Landlord's telephone | |
| Landlord's address | City | Zip code |
| Signature of the individual enrolling the student | Date | |

To be signed by your landlord to verify that you are renting this residence.

I certify that the individuals named above are living in the residence named above for the lease term of ____ / ____ / ____ through ____ / ____ / ____.

| | |
|----------------------|------|
| Landlord's signature | Date |
|----------------------|------|

WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for non-resident tuition from the date the student began attending a District school as a non-resident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the district is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

Revised: May 2009



Students**Exhibit - Letter of Residence to Be Used when the Person Seeking to Enroll a Student Is Living with a District Resident**

A person seeking to enroll a child should use this form as evidence of residency when he or she cannot produce a lease, purchase property agreement, or other similar document – other documents will also be required to establish residency. The School District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed by the individual enrolling the child and returned to the Principal. Please print.

| | | |
|---|----------------|----------|
| Child | School | |
| Individual enrolling the child | Home Telephone | |
| Relationship to the child | | |
| Residence street address | City | Zip code |
| Signature of the individual enrolling the student | | Date |

To be completed and signed by the individual who is responsible for the residence. Please print.

| | |
|--|-----------|
| Name of the individual who is responsible for the residence | Telephone |
| I am responsible for this residence by <input type="checkbox"/> ownership, <input type="checkbox"/> lease, or <input type="checkbox"/> other _____ | |
| Total number of: Persons living at this residence _____ Rooms in residence _____ Bedrooms _____ | |
| State the reasons for this living arrangement, including your relationship to the individual enrolling the child: | |

I certify that this information is true and that the individuals named above are living in my residence.

| | |
|--|------|
| Signature of the individual who is responsible for the residence | Date |
|--|------|

WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for non-resident tuition from the date the student began attending a District school as a non-resident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the district is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f).

Revised: January 2007
May 2009



Community Relations

Exhibit - Letter to Parent Regarding Visits to School by Child Sex Offenders

Date

Dear Parent/Guardian:

Student's Name (*Please print*)

School

The purpose of this letter is to help the school and District comply with the State law placing restrictions on child sex offenders' access to school property (720 ILCS 5/11-9.3). State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender: (1) is a parent/guardian of a student and the parent/guardian is: (a) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (b) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (c) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school; or (2) has permission to be present from the Superintendent or the School Board. A child sex offender present on school property must remain under the direct supervision of a school official. A child sex offender who violates these provisions of the law is guilty of a Class 4 felony.

Instructions for Child Sex Offenders

To lawfully visit school property, a child sex offender must complete 8:30-E2, *Child Sex Offender's Request for Permission to Visit School Property*. This form must be completed for each visit to school property.

Sincerely,

School Administrator

Developed: February 2006

Revised: February 2011

■

Operational Services

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

On District Letterhead

Re: Preventing and Reducing Incidences of Sexting

Dear Parent(s)/Guardians(s):

Many parents are unfamiliar with *sexting*. It 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 percent of teen 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 discussions.

- Introduce the issue as soon as a child is old enough to have a cell phone. Even if the issue hasn't directly impacted your school building's 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 *The New Problem of Sexting* subhead on the American Academy of Pediatrics website at: www.aap.org/advocacy/releases/june09socialmedia.htm.
- Make sure children of all ages understand that the District's student discipline policy prohibits sexting at school, 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 and how to talk to your children about it, please see the following links:

www.aap.org/advocacy/releases/june09socialmedia.htm;
www.education.com/magazine/article/child-sexting-parents/;
www.athinline.org.

Sincerely,

Superintendent

Developed: June 27, 2011

Revised: October 27, 2014



Students

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

On District Letterhead

Re: Preventing and Reducing Incidences of Sexting

Dear Parent(s)/Guardians(s):

Many parents are unfamiliar with *sexting*. It 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 percent of teen 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 discussions.

- Introduce the issue as soon as a child is old enough to have a cell phone. Even if the issue hasn't directly impacted your school building's 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 *The New Problem of Sexting* subhead on the American Academy of Pediatrics website at: www.aap.org/advocacy/releases/june09socialmedia.htm.
- Make sure children of all ages understand that the District's student discipline policy prohibits sexting at school, and that it is further punishable in Illinois through the Juvenile Court Act and The Criminal Code of 1961.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in the sending of texts, 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 inappropriate texting.

For more information on sexting and how to talk to your children about it, please see the following links:

www.connectsafely.com/Safety-Tips/tips-to-prevent-sexting.html;
www.aap.org/advocacy/releases/june09socialmedia.htm;
www.education.com/magazine/article/child-sexting-parents/?page=2;
www.athinline.org.

Sincerely,

Superintendent

Developed: June 27, 2011



Operational Services

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

On District letterhead or via the District's electronic communications management system

Date

Re: Disruptive Social Media Apps; Dangers

Dear Parents/Guardians:

Staying on top of social media trends is important for parents/guardians. The District wants you to be aware 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.

- *Hyperlocal* social media apps, e.g., *YikYak*, present safety and security concerns for our students. Hyperlocal apps use GPS on cell phones to target groups in specific areas.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, *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 how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when screen shot 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 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).

Sincerely,

Building Principal

[October 2014]

■

Operational Services

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

On District letterhead

Date

Re: Underage Drinking

Dear 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), 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. The NIH and the Centers for Disease Control and Prevention 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 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

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 months to one year (625 ILCS 5/11-501.1(c)).

Consumption of Alcohol by Minor

Consumption of alcohol by a minor is a Class C misdemeanor. Minors convicted of alcohol possession in a public space face up to six months in jail and a \$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 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) 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 and/or jail for up to 1 year. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a class 4 felony, punishable by 1 to 3 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.samhsa.gov/underagedrinking/

Sincerely,

Superintendent

[May 12, 2014]

Revised: October 27, 2014

■

Operational Services

Exhibit – Letter to Parents/Guardians Regarding Student Safety

On District letterhead

Date

Re: Student Safety

Dear Parents/Guardians:

Student safety is our District's top priority. Our District has developed a *Comprehensive Safety and Security Plan*. In addition to physical safety, the District is concerned with students' emotional well-being 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. In addition, the District has a District Safety Coordinator and each school has a Safety Team. State law requires the District to annually review its plans.

Communications to Stakeholders

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

Emergency Responses

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. For evacuation purposes, each school has at least one off-campus 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 website www.ksd111.org.

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 Safety Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or 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.

Website Address: www.ksd111.org

Sincerely,

Principal

[October 2014]

■

Students

Exhibit - Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act

On District letterhead

Re: When may school officials require a student to share the content from his or her account or profile on a social networking website?

Dear Parent(s)/Guardian(s):

State law requires the District to notify students and their parents/guardians of each of the following:

1. School officials may not request or require a student or his or her parent(s)/guardian(s) to provide a password or other related account information to gain access to his/her account the student's account or profile on a social networking website. Examples of *social networking website* include Facebook, Instagram, Twitter, and ask.fm.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Please contact the school if you have any questions.

Sincerely,

Building Principal

[October 2014]

Revised: October 2016

■

Professional Personnel

Exhibit - Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade level and Subject Area of Assignment

On District letterhead

Date

Re: Your Educator Certification/License

Dear *[insert teacher's name]*:

Teachers working in a program supported with federal funds under Title I, Part A meet applicable State certification and licensure requirements.

Our records indicate you are teaching without meeting applicable State educator certification and licensure requirements for the grade level and subject to which you are assigned. As required by federal law, the District has provided to the parents of the students in your classes that you are teaching without the above-referenced certification or licensure (20 U.S.C. §6312(e)(1)(B)(ii)).

Please contact your Building Principal as soon as possible to discuss your educator certification and licensure requirements. If you believe this letter was sent to you by mistake, please contact your Building Principal as soon as possible so that we may correct our records if appropriate.

Sincerely,

Superintendent

■ [January 2014]

Revised: June 12, 2017

Students

Exhibit - Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

On District letterhead

Date

Re: Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

Dear Parents/Guardians:

From time-to-time, military recruiters and postsecondary educational institutions request the names, telephone numbers, and addresses of our secondary students. The school must provide this information unless the parent/guardian, or the student if he/she has attained the age of 18, submits a written request that the student's records not be released without their prior written consent.

Important: If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number without your prior written consent, please complete the form below and return it to the Building Principal.

Sincerely,

Superintendent

To be completed and submitted to the Building Principal.

For parents:

- ☐ **Do not** release my child's name, telephone numbers, and/or address, without first obtaining my prior written consent, to institutions of higher learning or military recruiters.

Parent/Guardian Name *(please print)*

Parent/Guardian Signature *(if student is under age 18)*

Date

For Students age 18 or older:

- ☐ **Do not** release my name, telephone numbers, and/or address, without first obtaining my prior written consent, to institutions of higher learning or military recruiters.

Student Name *(please print)*

Student ID Number

Student Signature *(if student is age 18 or older)*

Date

[June 12, 2017]

■

Kankakee School District #111
Life-Threatening Food Allergies Instruction Form

Review the Emergency Registration Card (Form F-32) completed by the parent/guardian at the time of registration.

If there is an allergy listed on the form on the line for Special Health Condition _____, the secretary should ask the parent if the allergy is life threatening.

If the allergy is life threatening, the secretary should give the parent:

- The District parent letter concerning Section 504 of the 1973 Rehabilitation Act
- The Physician Statement for Food Substitution to be completed by their doctor
- The Allergy History Form to be completed by the parent/guardian and includes the Illinois Food Emergency Action Plan and Treatment Authorization Form.

The parent should be given instructions to have the Physician Statement and Allergy History Form which includes the Illinois Food Emergency Action Plan and Treatment Authorization Form completed and returned to the school immediately.

Once the forms are returned to the school, a meeting should be set up immediately with the Parent/Guardian, Student's Teacher(s), District Nurse, School Head Cook, and the Dietitian from the Food Service Department so that an Action Plan can be put together for the child. ***It is important that each school follow up with the parent/guardian to make sure the necessary paperwork is collected and a plan implemented before the first meal is served.***

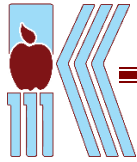
Additional Training should be provided to the Staff that may come in contact with the child including the lunchroom staff, bus driver (notify First Student central office), playground supervisor, and custodian.

A letter should be sent home to other parents in the child's classroom explaining the allergy with instructions for the parent to share with their child.

- The Illinois State Board of Education and Illinois Department of Public Health has defined Life-Threatening Food Allergy as a term used for food allergy throughout the Illinois School Guidelines for Managing Life-threatening Food Allergies. This term underscores the risk of a life-threatening reaction in any student who has a food allergy. Currently, there are no tests available that would accurately indicate the risk for any food allergic individual for a life-threatening reaction. Due to this lack of testing and life-saving nature of prompt recognition and treatment, all students should be treated as if their food allergy is life-threatening.

Developed: January 10, 2011





Kankakee School District #111

Long Term Out-of-School Suspension (4-10 Days) Reporting Form



Dear Parent(s)/Guardian(s):

Illinois law requires a school district to provide the following information to a parent/guardian of a child who is being suspended from school due to an act of gross disobedience or misconduct.

Student _____

Incident Date _____

Student handbook rules and/or board policy violated:

Date and time of pre-suspension conference with student:

Date(s) of suspension:

Date student is eligible to return to school:

Description of incident:

| |
|--|
| |
|--|

Rational for the specific duration of the suspension:

| |
|--|
| |
|--|

It has been further determined that: *(At least one of the following must be completed.)*

I. Your child's continued presence at school poses a threat to the safety of other students, staff or members of the school community. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following: *(List explanation below.)*

II. Your child's continued presence at school substantially disrupts, impedes or interferes with the operation of the school. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, one or more of the following: *(List explanation below.)*

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. To this end, the following available and appropriate behavioral and disciplinary interventions have been exhausted:

During the period of suspension, your child may not be present at school, on grounds owned or controlled by the School District or at any School District activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Your child will be given an opportunity to complete missed assignments or work missed during the suspension for equivalent academic credit in accordance with School District policy.

Students who are suspended out-of-school for longer than four (4) days must be provided with appropriate and available support services during the period of suspension. The following support services are appropriate and available to your child:

| |
|--|
| |
|--|

To discuss this matter, you may contact the Building Principal. Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to Felice Hybert, Assistant Superintendent of Curriculum and Instruction.

Building Principal

Date

cc: Board of Education

Students

Exhibit - Memo to Parents/Guardians Regarding Bullying

On District Letterhead

Date

Re: Bullying

Dear Parents/Guardians:

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District's anti-bullying program and to encourage you to help us identify students who are being bullied.

The School Board policy on bullying begins with this goals statement:

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 is an important District goal.

Bullying is defined as follows:

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

I asked our school staff members to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*. I will inform you whenever your child is involved in a bullying report.

I also asked our staff members for their feedback and concerns specifically regarding locations that may be bullying *hot spots* needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. I want to ask you to do the same thing. Please inform me if you know of any bullying *hot spots* in or around our school, or if you are aware of a known bully or target of bullying.

Finally, I requested our staff members to intervene immediately to stop a bullying incident. They will immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Below are some of the signs that a young person is being bullied:

- Does not want to go to school and refuses to explain the reason
- Talks about not having any friends
- Has unexplained bruises, cuts, scratches, or abrasions
- Has unexplained damage to clothing, possessions, books, etc.
- Frequently loses money or possessions
- Loses interest in school and/or has declining grades
- Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

[May 12, 2014]

Revised: August 27, 2018

■

Students

Exhibit - Memo to Parents/Guardians Regarding Teen Dating Violence

On District letterhead

Date

Re: Teen Dating Violence

Dear Parents/Guardians:

At our school, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of School Board policy, 7:185, *Teen Dating Violence Prohibited*, which is a component of the District's anti-bullying program.

Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that *teen dating violence* occurs whenever a student 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.

Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*.

Finally, I have directed staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidences of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

- Name-calling and *put-downs*. Does one individual in the relationship call the other person names? Does he or she use insults to put the other person down?
- Extreme Jealousy. Does one individual in the relationship act overly jealous when the other talks to peers? Does one person accuse the other of flirting even when it's innocent conversation?
- Making Excuses. Does one individual in the relationship make excuses for the other? Does he or she have to apologize for the other person's behavior?
- Canceling or changing plans. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring. Does one person call, text message, or check up on the other constantly? Does he or she demand to know the other person's plans or with whom the other person was with?

- Uncontrolled Anger. Have you seen one individual lose his or her temper? Does he or she throw things – or break things – when angry? Does one person in the relationship worry a lot about upsetting the other?
- Isolation. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?
- Dramatic Changes. Have either of the individuals in the relationship had appearance changes? Has he or she lost or gained weight? Have his or her grades dropped? Does he or she seem depressed?
- Injuries. Does one person in the relationship have unexplained injuries, or does he or she give explanations that don't make sense?
- Quick Progression. Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at:

www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

[October 2014]

Revised: August 27, 2018

■

Students

Exhibit - Memo to Staff Regarding Bullying

On District Letterhead

Date

Re: Bullying

All staff members:

Please join me in stopping and preventing student bullying in our school. The purpose of this letter is to introduce you to our three-pronged approach that will help accomplish this goal.

First - If a student reports bullying to you, respond immediately and with compassion. Ask for the basic facts (who-what-when-where). Refer the report to my office. Give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*.

Second - Provide me your feedback and concerns. Do you know of any bullying *hot spots* that need additional supervision or monitoring? Are there known bullies or targets of bullying?

Third - Intervene immediately to stop a bullying incident. When teachers or adults ignore bullying, students interpret it as acceptable behavior. Immediately contact administration and building security or law enforcement if the incident involves a weapon or other illegal activity.

Bullying is defined in School Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, as follows:

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Board's entire policy may be found on the District's website. Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

[May 12, 2014]

Last Revised: August 27, 2018

■

Instruction

Exhibit – Mobile Device Use and Expectation Form

Liability

- Protect the device from loss, theft, and damage. Replacement and repair costs for damages to the device not covered by the warranty and for lost equipment are very expensive.
- The Employee will be responsible for the replacement cost of lost devices and accessories. If the device is stolen, a police report is required to waive responsibility for the stolen device.

Device Use and Expectations

- Completion of an initial training session on the device is a requirement of its use.
- The device is to be used for educational purposes only. Due to licensing requirements, all applications installed must be approved by the District. Installation of non-district applications or software is prohibited.
- The District has the capability to remotely monitor the device for content and may do so for random checks as well as to investigate potential problems.
- The device is not to be physically connected to any non-District computer. The device is configured for a District Apple account and should not be erased and synced with any personal Apple account.
- The device is to be used by District staff only. Do not allow family members or others to use the device as you will be responsible for all content on the device.
- The Internet Usage Policy signed annually applies to any Internet usage with this District device.
- The device and accessories are school equipment and are required to be turned in during summer months to the Technology Department for review and update.
- Report problems or a lost device or accessory to the Technology Department immediately. If a device is not functioning properly, submit a Technology Work Order. If a device is lost, fill out a Lost Device form located on the District website, making sure to completely fill out the form and e-mail it to the Technology Director.

General Handling and Care

- Protect the device from heat, cold, and precipitation.
 - Never leave the device in a car.
 - Never leave the device outside.
- Do not use the device in or near water, or by other elements that could damage the device such as sand or excessive dust.
- Keep food and drinks away from the device.
- Do not attempt any repairs on the device yourself as this voids the warranty.
- The device comes with a protective film. Do not remove this protective film because removal exposes the screen to scratches and damage.
- Transportation of the device:
 - The device comes with a case, please leave the case on the device at all times.
 - Unplug all external cables and cords before transporting the device.
- Do not force or insert objects into openings (ports) of the device that aren't associated with it.
- The device and accessories are school equipment and should be treated as such. Do not remove any ID labels or mark the device or accessories in any way.
- Avoid using the device close to strong magnetic fields such as magnets, fans, motors, refrigerators, TVs, and audio speakers which can cause harm to the device.
- Do not place anything heavy on the device, like a textbook. It is fragile.
- Use only the power adapter that came with the device.

Statement of Agreement

I have read and understand the above agreement on the handling, care, and use of a District device. I agree to abide by all the rules and directives, and I understand that if I fail to adhere to all the above regulations, I may no longer be eligible to participate in this educational initiative.

Employee Signature: _____ Date: _____

Developed: June 25, 2012

■

Students

Exhibit - Notice of Expulsion Hearing

Dear Parent(s)/Guardian(s):

Due to the act(s) of gross disobedience or misconduct described herein, a recommendation has been made to the School Board to expel your child from school. The School Code allows the School Board to expel a student for a definite time period not to exceed 2 calendar years, as determined on a case-by-case basis.

Student

Incident Date

Student handbook rule(s) and/or Board policy violated: _____

Length of the proposed expulsion: _____

Description of the incident and a justification for a recommendation of expulsion: This information is contained in the *Long Term Out-of-School Suspension (4-10 days) Reporting Form* attached to this letter. If there was no long term suspension, the specific acts of gross disobedience or misconduct resulting in recommendation to expel are described in the attached sheet.

The following additional efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions were also provided: _____

Evidence will be presented and the Board will decide:

1. Whether removing your child from his or her learning environment is in the best interest of the school;
2. What the rationale is for the specific duration of the recommended expulsion;
3. Whether all appropriate and available behavioral and disciplinary interventions were exhausted; and
4. Whether your child's continuing presence in school would either: (a) pose a threat to the safety of other students, staff, or members of the school community, or (b) substantially disrupt, impede, or interfere with the operation of the school.

You are requested to appear at a hearing before the board of education or hearing panel acting on the Board's behalf to determine if your child should be expelled from school.

| Hearing Date | Time | Location |
|--------------|------|----------|
|--------------|------|----------|

At the expulsion hearing, the Board or hearing panel will consider evidence concerning whether your child is guilty of gross disobedience or misconduct as charged and should be expelled from school. The hearing will be held in closed session. At this hearing you have each of the following rights:

1. To be present.
2. To be represented by counsel. You must inform the District if your child will be represented by an attorney and, if so, the attorney's name.
3. To offer evidence.
4. To present witnesses and cross-examine witnesses who testify.
5. To present other reasons why your child should not be expelled.

After presentation of evidence or receipt of the hearing officer's report, the Board will decide the issue of guilt and take such actions as it finds appropriate.

Superintendent

Date

cc: School Board

enclosure: Copy of 7:200-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form* or a list of the specific acts of gross disobedience or misconduct

[March 2017]

■

Professional Personnel

Exhibit – Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications

On District letterhead

Date

Re: You May Request Your Child's Classroom Teachers' Qualifications

Dear Parents/Guardians:

As a parent/guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you have the right to request the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. You may request the following information about each of your child's classroom teachers and their paraprofessional assistants, if any:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency ~~permit~~ or other provisional status through which State qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the teacher's licensure; 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.

Sincerely,

Superintendent

Developed: July 2003

Revised: January 2014
June 12, 2017

■

Professional Personnel

Exhibit - 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

On District letterhead

Date

Re: Your Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification or Licensure Requirements

Dear Parents/Guardians:

All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The teacher listed below has taught your child's class for the last four consecutive weeks. While the District is unable to verify that the teacher meets applicable State certification or licensure requirements for the grade level and subject area to which he/she is assigned, our observations of his/her classroom indicate that he/she is providing a satisfactory educational program and experience. This notice is required by federal law (20 U.S.C. §6312 (e)(1)(B)(ii)).

If you have any questions concerning this notice, please contact the school office.

Teacher: _____

Subject: _____

Sincerely,

Superintendent

Developed: July 2003

Revised: January 2014
June 12, 2017



Instruction

Exhibit - Notice to Parent(s)/Guardian(s) of Students Enrolled in Family Life and Sex Education Classes

Date _____

Class and Time _____

Teacher _____

Classes or Courses on Sex Education, Family Life Instruction, Instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation

For your information, State law requires that all sex education instruction be developmentally and age appropriate, evidence-based, medically accurate, and complete. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS.

Request to Examine Instructional Material

A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child's classroom teacher within five days.

☐ **I request to examine the instructional materials and course outline for this class.**

Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following **class attendance waiver** statement and return it to your child's classroom teacher within five school days.

I request that the District waive the class attendance of my child in a class or courses on:

- ☐ **Comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS**
- ☐ **Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS**
- ☐ **Instruction on diseases**
- ☐ **Recognizing and avoiding sexual abuse**
- ☐ **Instruction on donor programs for organ/tissue, blood donor, and transplantation**

Student (*please print*)

Parent/Guardian (*please print*)

Parent/Guardian Signature

Date

Last Revised: August 27, 2018



Instruction

Exhibit – Notice to Parents/Guardians Regarding Section 504 Rights

Date:

Dear Parent/Guardian:

Re: Section 504 Rights

Section 504 of the Rehabilitation Act of 1973, commonly referred to as *Section 504*, is a nondiscrimination statute enacted by the U.S. Congress. The Act's purpose is to: (1) protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Dept. of Education (ED), and (2) ensure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has a record of having, or is regarded as having, a *physical or mental impairment* which substantially limits a *major life activity* as defined by 34 C.F.R. §104.3.

This notice describes the rights ensured by Section 504 to those disabled students who do not qualify for special education and related services under the Individuals With Disabilities Education Act (IDEA). The intent of this notice is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any decisions in reference to Section 504.

Please keep this explanation for future reference.

Parents/Guardians and/or students have the right to:

4. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Part 104. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. A free appropriate public education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.
3. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.
4. A placement in the least restrictive environment. 34 C.F.R. §104.34.
5. Facilities, services, and activities comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
6. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.35.
7. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35.

8. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parent(s)/guardian(s) and persons knowledgeable about the student, the meaning of the evaluation data, the placement options and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35(c).
9. Periodic reevaluation of students who have been provided special education and related services. 34 C.F.R. §104.35(d).
10. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
11. Examine relevant records. 34 C.F.R. §104.36.
12. An impartial hearing regarding the student's identification, evaluation or educational placement including an opportunity for parental participation in the hearing and representation by an attorney and a review procedure. 34 C.F.R. §104.36.

You must file a written *Parental Request for an Impartial Due Process Hearing* with the District Section 504 compliance coordinator or designee, if you disagree with the decision of the Section 504 committee. The request must be submitted to the District Section 504 compliance coordinator within 10 calendar days from the time you received the written notice of the District's Section 504 committee decision. The *Parental Request for an Impartial Due Process Hearing Officer*, is designed to assist parents in requesting an impartial due process hearing and is available online at: www.isbe.state.il.us/spec-ed/pdfs/dp_parental_19-86a.pdf.

The hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing. The hearing will conform to the requirements of 34 C.F.R. §300.512 and Section 14-8.02a of the School Code (105 ILCS 5/14-8.02a.). 34 C.F.R. §104.36; 23 Ill.Admin.Code §226.625. The impartial hearing officer shall issue a written decision, including findings of fact and conclusions of law, within 10 days after the conclusion of the hearing and send by certified mail a copy of the decision to the parents/guardians or student (if the student requests the hearing), the School District, the Director of Special Education, legal representatives of the parties, and the State Board of Education. 105 ILCS 5/14-8.02a(h).

13. File a grievance under Board policy 2:260, *Uniform Grievance Procedure*, regarding any complaints that allege action prohibited by Section 504.
14. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504 coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. File a complaint with the Office of Civil Rights. The Illinois regional Office of Civil Rights is located in Chicago at:

Chicago Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 West Madison Street, Suite 1475
Chicago, IL 60661
Phone: 312/730-1560
Fax: 312/730-1567
TDD: 877/521-2172
Email: OCR.Chicago@ed.gov

If you would like more information about the differences between Section 504 and IDEA, see *Protecting Students with Disabilities FAQ about Section 504 and the Education of Children with Disabilities*, available at: www2.ed.gov/about/offices/list/ocr/504faq.html.

Sincerely,

Superintendent

Developed: October 22, 2012

Revised: October 23, 2017

■

Students**Exhibit - Notification of Self-Supervision**

Student Name _____ Date of Birth _____

Grade _____ Counselor Name _____

Address *(Please indicate the address where school correspondence should be forwarded. If this address is the same as the address of the parent/guardian who previously received such correspondence, please write "same" in the space below.)*

City _____

Zip Code _____

By signing this form, I affirm that as a student eighteen years or older, I am assuming responsibility for all records, correspondence and communication from the School District concerning my attendance, educational program, extra-curricular activities, and all other aspects of my enrollment in [enter name of school]. I further understand that I am responsible for reporting my own absences due to illness, appointment or other valid reason as stated in District policy. I also understand that failure to report such absences may result in the absence being reported as "unexcused" and may result in further disciplinary consequences.

Student Signature_____
Date

Date Received _____

Received By _____

Developed: January 2010



Instruction**Exhibit – Notification to Parents of Family Privacy Rights**

Date:

Re: Student Survey Participation

Dear Parents:

Your child will be asked to complete a survey as described below:

Survey description: _____

Survey grade/participants: _____ Anticipated Survey date(s): _____

Parents/Guardians may request that their child not participate in surveys that concern one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student's parent/guardians;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income other than as required by law to determine program eligibility.

The school will not penalize any student whose parent/guardian exercises this option. In addition, a parent/guardian may review surveys asking questions about the above areas as well as other instructional materials. School Board policy 7:15, *Student and Family Privacy Rights*, contains a more thorough explanation of these rights and may be obtained from the Building Principal.

Opt-Out Instructions (Note: This notice and opt-out right transfers from parents/guardians to any student who is 18 years old.)

If you do not want your child to participate in this activity, contact your child's Building Principal no later than _____. If we do not hear from you by this date, we will assume that you do not object to having your child participate in the surveys described above.

Request to Review

If you wish to review any survey instrument or instructional material, please submit your request to the Building Principal. You will be notified of the time and place where you may review these materials.

Building Principal contact information: _____

[August 2002]

Revised: August 27, 2018



Operational Services

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: Parent(s)/Guardian(s) and Staff

Re: CPR and AED Video

State law requires the Ill. High School Association to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website. The law also requires the District to notify staff members and parents/guardians about the video. You are encouraged to view the video, which will take less than 15 minutes of your time, at:

www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx.

[October 2014]

Last revised: July 8, 2019

■

Operational Services

Exhibit - P-CARD USE AGREEMENT

AGREEMENT made this _____ day of _____, between the BOARD OF EDUCATION of Kankakee School District # 111, Kankakee, Illinois (hereinafter the "Board"), and _____ residing at _____ (hereinafter the "Staff Member").

WITNESSETH:

WHEREAS, by this Agreement the Staff Member has been entrusted with a procurement credit card ("P-card") for use in the purchase of goods and services solely and exclusively for the authorized business purposes of the Board; and

WHEREAS, the Staff Member agrees to abide by the terms and conditions of the P-Card as set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants and conditions set forth herein, it is agreed by the Board and the Staff Member as follows:

1. The Board hereby issues the Staff Member P-card No. _____.
2. The Staff Member hereby agrees to immediately return the P-card upon request, including but not limited to termination of employment.
3. The Staff Member shall not use the P-card for the purchase of any goods or services that is not authorized by the terms of this Agreement or by the direct written approval of the Assistant Superintendent of Business Services or Assistant Director of Business Services.
4. The Staff Member shall not use the P-card for the purchase of any goods or services for personal use with the intent of paying the District back for such goods or services.
5. The Staff Member shall **immediately** submit original receipts and such other documentation of goods or services purchased to the Accounts Payable Clerk. The Staff Member may keep a copy of the receipts to match up with monthly statement. *(Failure to submit receipts immediately shall be cause to revoke Staff Member's card.)*
6. The Staff Member shall promptly review the monthly P-card transaction statements for accuracy and shall within three (3) days of receipt of the statement, notify the Assistant Director of Business Services or Accounts Payable Clerk of any errors, omissions or discrepancies in the statement.
7. The Staff Member shall immediately notify the Assistant Superintendent or Assistant Director of Business Services in the event of a possible loss, theft, or unauthorized use of the Card. If the Staff Member cannot contact the Assistant Superintendent or Assistant Director of Business Services immediately, the Staff Member will notify BMO/Harris Bank by phone at 800-361-3361 or by fax notice to 888-224-5394.

8. Attached herewith and incorporated by reference herein is a Statement of Authority of P-card use that sets forth the authority and expresses limits of authority of the Staff Member's use of the P-card.
9. The Staff Member's improper use of the P-card and failure to abide by the terms and conditions of this Agreement shall constitute a cause for disciplinary action, including removal and termination.
10. The Staff Member shall immediately indemnify the Board for any improper or unauthorized expenditure and for any and all costs and expenses (including attorneys' fee and expenses) incurred by the Board in recovering improper and unauthorized expenditures by the Staff Member.
11. This Agreement may not be modified in any way without the approval of the Board.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement the day and year first above written and the Staff Member has received a copy of this Agreement.

BOARD OF EDUCATION OF KANKAKEE SCHOOL DISTRICT # 111

By: _____
Assistant Superintendent of Business Services

Staff Member

Developed: April 6, 2009

■

Operational Services

Exhibit - Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards

Cardholder's name

Cardholder's address

Position

Name of individual who authorized issuance of card.

I affirm that I am familiar with the Board's policy on using credit and procurement cards, that I understand my responsibilities regarding use of such cards, and that I agree to adhere to all requirements regarding such cards.

Cardholder's signature

Date

I provided a copy of this Statement along with a copy of the Board policy 4:55, *Use of Credit and Procurement Cards*, to the cardholder who signed this statement.

Office personnel

Date

DATED:

■ [May 12, 2014]

General Personnel

Exhibit - Personnel File Access Log

File for: _____ Social Security Number: _____

- This file may not be removed from the Personnel Department.
- Medical information, preemployment reference, investigation in process and EEO data will be removed prior to review.

| Date | Name | Purpose of Access |
|------|------|-------------------|
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(June 1995)



Kankakee School District 111**School-Based Child Nutrition Programs
PHYSICIAN STATEMENT FOR FOOD SUBSTITUTION**

CHILD'S NAME

AGE

DATE

Dear Parent/Guardian:

This school participates in a federally-funded School-Based Child Nutrition Program and must serve meals and/or milk meeting program requirements. Reasonable food accommodations must be made when the accommodation being requested is due to a disability and supported by a physician's statement. Reasonable food accommodations may be made for children without disabilities who may still have special dietary needs; a medical statement may be required. If you are requesting a meal accommodation or substitution, please ask your physician to complete and sign this form. If you have any questions, please contact me at

School Phone Number

Sincerely,

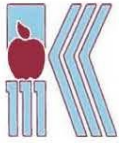
Food Service Director/Contact_____
School Name_____
Address (Street)_____
Address (City, State, Zip Code)**PHYSICIAN STATEMENT**

1. Does child have a disability according to 7 CFR Part 15b that requires food accommodation? (*Does he/she have a "physical or mental impairment which substantially limits one or more major life activities"?*)
☐ No If no, go to item 2 below.
☐ Yes If yes, provide the following information and complete items 3, 4, and 5 below.
 - a. What is the disability? _____
 - b. What major life activity is affected? _____
 - c. How does the disability restrict the diet? _____
2. Child has no disability but requires a special diet. Identify medical problem which restricts the child's diet and complete items 3, 4, and 5 below.
3. List food/type of food to be omitted. For the safety of the child, please be as specific as possible. A menu may also be developed and attached.
4. List food/type of food to be substituted. For the safety of the child, please be as specific as possible. A menu may also be developed and attached.
5. _____
Date _____ Signature of Physician _____

FOR SCHOOL USE ONLY:

- ☐ Form received on _____.
- ☐ Form complete and accommodations will begin on _____.
- ☐ Form complete, but accommodation will not be made. ☐ Child does not have a disability ☐ Request not reasonable
- ☐ Form incomplete. Parent contacted on _____.

Date_____
Signature of Food Service Director/Contact



Pre-Arranged Absence Form

Kankakee School District 111

(To be completed two weeks prior to the absence.)

Attention Mr. /Ms. _____
Teacher's Name

The parent of _____ has informed the principal
Student's Name
of the student's absence from school beginning _____ and
ending _____.

Reason: _____.

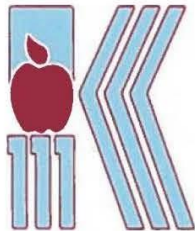
- I understand that it is my responsibility, as a parent, to meet with the building principal two weeks prior in order to make arrangements for all work missed during the absence.
- I have been informed failure to return on the date indicated may result in unexcused absences.
- I understand the importance of daily attendance to school in my child's academic success.

Parent/Guardian signature

(Today's date)

Building Principal

(Today's date)



Distrito Escolar de Kankakee 111

Forma de Permiso Para Ausencias Programadas

(Debe ser llenado dos semanas antes de la ausencia)

A la atención del Sr. / Sra.: _____
Nombre del maestro

El padre de familia de _____ ha informado al director/a
Nombre del estudiante

de las ausencias escolares comenzando el _____ hasta el _____.

Razón: _____.

- Yo entiendo que es mi responsabilidad como padre de familia, reunirme con el/la director/a del plantel dos semanas antes con el fin de hacer los arreglos necesarios por el trabajo perdido durante la ausencia.
- Se me ha informado que si el estudiante no regresa en la fecha acordada puede resultar en ausencias injustificadas.
- Yo entiendo la importancia de la asistencia diaria para el éxito académico de mi hijo/a.

Firma del Padre/Madre/Tutor

Fecha de hoy

Director/a del plantel

Fecha de hoy

Domain 1: School Psychologists: Planning & Preparation

1a. Demonstrating knowledge and skill

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|--|--|---|---|
| 1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students | Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used. | Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses. | Psychologist uses a limited number of psychological instruments to evaluate students. | Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students. |

Points

1b: Demonstrating knowledge of development

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|---|---|--|---|
| 1b: Demonstrating knowledge of child and adolescent development and psychopathology | Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns. | Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology. | Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology. | Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology. |

Points

1c: Establishing goals for the psychology program

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|---|---|---|---|
| 1c: Establishing goals for the psychology program appropriate to the setting and the students served | Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues. | Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students. | Psychologist's goals for the treatment program are rudimentary and are partially suited to the situation and the age of the students. | Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students. |

Points

1d: Demonstrating knowledge of regulations

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|---|--|---|---|
| 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district | Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community. | Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district. | Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. | Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district. |

Points

1e: Planning the psychology program

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|--|---|--|---|
| 1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention | Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. | Psychologist has developed a plan that includes the important aspects of work in the setting. | Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. |

Points

1f: Develop a plan to evaluate psychology program

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|--|---|--|--|
| Developing a plan to evaluate the psychology program | Psychologist's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. | Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Psychologist has a rudimentary plan to evaluate the psychology program | Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important |

Points

#REF!

Domain Total

Domain 2: School Psychologists: The Environment

2a: Establishing rapport with students

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|---|---|---|---|
| 2.a: Establishing rapport with students | Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship | Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center. | Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful | Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center. |

Points

2b: Establishing a culture for positive mental health

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|--|---|---|--|
| 2b: Establishing a culture for positive mental health throughout the school | The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students. | Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers. | Psychologist attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful. | Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers. |

Points

2c: Establishing and maintaining procedures

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|--|---|--|--|
| 2c: Establishing standards of conduct in the testing center | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone | Psychologist has established procedures for referrals, but the details are not always clear. | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. |

Points

2d: Establishing standards of conduct

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|-----------------------------------|--|---|---|--|
| 2d: Supervising health associates | Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior | Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful. | No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation. |

Points

2e: Organizing Physical Space

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|---|--|--|---|
| 2e: Organizing physical space for testing of students and storage of materials | The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed. | The testing center is well organized; materials are stored in a secure location and are available when needed. | Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed. | The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed. |

Points

Domain Total

Domain 3: School Psychologists: delivery of service

3a: Assessing needs

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|--|--|--|---|
| 3.a: Responding to referrals; consulting with teachers and administrators | Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral. | Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. | Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral. | Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. |

Points

3b: Evaluating student needs

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|--|---|--|---|
| 3.b Evaluating a student needs in compliance with National Association of School Psychologists (NASP) guidelines | Psychologist selects from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards. | Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to. | Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards. | Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. |

Points

3c: Chairing evaluation team

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|-------------------------------|--|--|--|--|
| 3.c: Chairing evaluation team | Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner. | Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEP's. | Psychologist assumes leadership of the evaluation team when directed to do so preparing adequate IEP's | Psychologist declines to assume leadership of the evaluation team. |

Points

3d: Planning interventions

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|--|--|--|--|
| 3.d: Planning interventions to maximize students' likelihood of success | Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. | Psychologist's plans for students are suitable for them and are aligned with identified needs. | Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs. | Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments. |

Points

Domain 3: School Psychologists: delivery of service

3a: Assessing needs

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|--|--|--|---|
| 3.a: Responding to referrals; consulting with teachers and administrators | Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral. | Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. | Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral. | Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. |

Points

3b: Evaluating student needs

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|--|---|--|---|
| 3.b Evaluating a student needs in compliance with National Association of School psychologists (NASP) guidelines | Psychologist selects from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards. | Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to. | Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards. | Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. |

Points

3c: Chairing evaluation team

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|-------------------------------|--|--|--|--|
| 3.c: Chairing evaluation team | Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner. | Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEP's. | Psychologist assumes leadership of the evaluation team when directed to do so preparing adequate IEP's | Psychologist declines to assume leadership of the evaluation team. |

Points

3d: Planning interventions

| Component | Excellent (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|--|--|--|--|
| 3.d: Planning interventions to maximize students' likelihood of success | Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. | Psychologist's plans for students are suitable for them and are aligned with identified needs. | Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs. | Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments. |

Points

| 3e: Maintaining contact with providers | | | | |
|---|--|---|--|--|
| Component | Excellent - 4 | Proficient - 3 | Needs Improvement - 2 | Unsatisfactory - 1 |
| 3e: Maintaining contact with physicians and community mental health service providers | Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed. | Psychologist maintains ongoing contact with physicians and community mental health service providers. | Psychologist maintains occasional contact with physicians and community mental health service providers. | Psychologist declines to maintain contact with physicians and community mental health service providers. |

Points

| 3f: Demonstrating flexibility | | | | |
|--|---|--|--|--|
| Component | Excellent - 4 | Proficient - 3 | Needs Improvement - 2 | Unsatisfactory - 1 |
| 3f: Demonstrating flexibility and responsiveness | Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student. | Psychologist makes revisions in the treatment program when it is needed. | Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change. | Psychologist adheres to the plan or program, in spite of evidence of its inadequacy. |

Points

Domain total

Recommendation for Hire

PLEASE TYPE OR PRINT ALL INFORMATION CLEARLY

LAST NAME: _____ FIRST NAME: _____
(Applicant)

DATE TO BEGIN: _____ SCHOOL YEAR: _____ APPLITRACK JOB #: _____

POSITION TITLE: _____ THIS A NEW POSITION?: ____Y ____N

NAME OF PERSON THEY ARE REPLACING: _____

SCHOOL (HOME): _____ TRAVELING POSITION?: ____Y ____N

OTHER SCHOOLS (IF TRAVELING): _____

SALARY/HOURLY RATE: \$ _____ CLASSIFICATION: ____CERTIFIED ____NON-CERTIFIED

FULL-TIME: _____ PART-TIME: _____ HOURS PER DAY: _____

CLASS/SUBJECT AREA/COURSES TEACHING _____

GRANT FUNDED POSITION?: ____Y ____N FUNDING SOURCE: _____

TEACHER CERTIFIED FOR THE APPROPRIATE GRADE LEVEL: ____YES ____NO

PARAPROFESSIONAL ENDORSEMENT REGISTERED WITH ROE: ____YES ____NO

SUPERVISOR NAME: _____

WHO WILL APPROVE THIS PERSONS TIME OFF?: _____

Attach the following information:

1. Entire Application from Applitrack
2. 2 Telephone Reference Checks
3. Interview Notes

| List applicant's for this position | |
|------------------------------------|--|
| | |
| | |
| | |
| | |

| List all applicants interviewed | List those involved in the interviews | Date |
|---------------------------------|---------------------------------------|------|
| | | |
| | | |
| | | |

NAME OF PERSON MAKING RECOMMENDATION (PRINT): _____

SIGNATURE: _____ DATE: _____

Building Responsibilities:

Regret/sorry letters sent to each person interviewed but not selected for second interview. Send letters after Board approval of candidate.

Revised April 2019

Students

Exhibit - Report Form for Bullying

To be completed by the bullying target, witness, or person with information about an incident of bullying and submitted to the Building Principal's office. Make readily accessible via website(s) and other publicized designated areas in schools.

Please print and check appropriate boxes.

Name: _____ Date: _____

☐ Student ☐ Parent ☐ Staff ☐ Other _____

Indicate here if you prefer to remain anonymous. ☐ Yes ☐ No

Are you the target of the bullying that you are reporting? ☐ Yes ☐ No

Date of incident: _____ Time of incident: _____

Person(s) being reported as targets of bullying:

Name: _____ ☐ Student ☐ Staff

Name: _____ ☐ Student ☐ Staff

Name: _____ ☐ Student ☐ Staff

Person(s) being reported as aggressors engaged in bullying:

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Person(s) who witnessed the bullying:

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Was the incident based on any of these characteristics? (Check all that apply.)

☐ Race

☐ Color

☐ Nationality

☐ Sex

☐ Sexual orientation

☐ Gender identity

☐ Pregnancy

☐ Gender-related expression

☐ Ancestry

☐ Age

☐ Religion

☐ Physical disability

☐ Mental disability

☐ Order of protection status

☐ Homeless status

☐ Marital status

☐ Parental status

☐ Associated with person/group with one or more of the above actual or perceived characteristics

☐ Other _____

☐ I do not know.

Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

- ☐ Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.)
- ☐ Written communication (e.g., handwritten notes, other written documents, email, etc.)
- ☐ Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)
- ☐ Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
- ☐ Social (e.g., purposeful exclusion, causing psychological harm, etc.)
- ☐ Items depicting implied hatred or prejudice were worn, possessed or displayed
- ☐ Other (*please explain*): _____

Student(s) were targeted for bullying in the following place(s): (Check all that apply.)

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Locker room |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Extracurricular activity |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Restroom | <input type="checkbox"/> Bus stop |
| <input type="checkbox"/> Gym | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> Other _____ | |

Please tell us about the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred (physical, written, social, electronic, etc.)

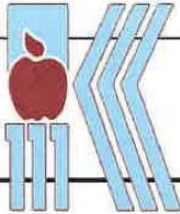
☐ The above information is true and accurate to the best of my knowledge.

Signature: _____ Date: _____

[May 12, 2014]

Revised: August 27, 2018





REQUEST FOR POSITION ADVERTISEMENT

Kankakee School District 111
Department of Human Resources

Request Date: _____

School/Department Location: _____

Position Title: _____ Grade/Concentration: _____

FTE Assignment (check one): ☐ Full-time ☐ Part-time

Contract Year (check one): ☐ 9-month ☐ 10-month ☐ 11-month ☐ 12-month

Certification/Endorsement Requirements: _____

Vacancy Status (check one): ☐ Anticipated Vacancy ☐ Current Vacancy ☐ New Position* Replacing: _____
(former/vacated employee name)

New Position Justification*:

List specific reason(s): _____

***If New Position Requiring New Job Description, please forward specific duties and responsibilities to HR**

Funding Source: _____

Expected Hire Date: _____

Principal/Department Head Signature

Date

For Human Resources Only

____ Justification Approved
____ Funding Source Approved
____ Date of Board Meeting Scheduled for Approval
____ Exempt ____ Non Exempt
____ Superintendents Approval If Administrative

☐ Priority Posting

Instruction**Exhibit - Library Media Program****REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES**

The Board of Education of Kankakee School District #111 has delegated the responsibility for selection and evaluation of library/educational resources to the school library media specialist/curriculum committee, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the Assistant Superintendent for Curriculum, Kankakee School District #111, 240 Warren Avenue, Kankakee, IL 60901.

Name _____

Address _____

City _____ State _____ Zip _____

Phone _____

Do you represent self? _____ Organization? _____

Name of organization _____

1. Resource on which you are commenting (check one):

☐ Book ☐ Textbook ☐ Video/DVD ☐ Display ☐ Magazine☐ Library Program ☐ Audio Recording ☐ Newspaper☐ Electronic information/network (please specify) _____☐ Other (please specify) _____

Title _____

Author/Producer _____

2. What brought this resource to your attention? _____

3. Have you examined the entire resource or read the entire book? _____ (Dialogue will not begin until you have done so.)

4. What concerns you about the resource? (Please be specific. Use additional pages if necessary.)

5. Are there other resource(s) you can suggest to provide additional information and/or other viewpoints on this topic?

Signature

Date

Developed: June 25, 2012



Instruction**Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes**

Student name: _____ DOB: _____

School attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

☐ I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

☐ I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____

for the purpose of: _____

*Observations are limited to one hour or one class period per school quarter.***Parent's Independent Evaluator or Other Qualified Professional** *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

☐ Teacher, certified in the areas of: _____ Illinois certified? ☐ Y ☐ N

- | | |
|---|--|
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

☐ Observation of student in the following classroom(s) setting(s): _____
Duration: _____

☐ Opportunity to interview the following personnel believed to work with the student: _____
Duration: _____

☐ Opportunity to interview the student.

☐ I will need more than one hour or one class period for my visit for the following reason(s): _____

☐ Student records, as noted in the attached, signed Authorization to Release Student Records Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named

evaluator as part of this visit understanding that the District has not conducted a back ground check on the evaluator. I have no reason to believe the valuator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

Developed: March 14, 2011

■

Instruction

Exhibit - Request to Examine Instructional Materials

Name of Student: _____

Class: _____

Time: _____

I, the undersigned parent/guardian of _____, want to examine the instructional materials and a course outline for the _____ class.

It is my understanding the District materials I will examine are a sample of the materials which may be used in a comprehensive sex education course or on AIDS.

Signature: _____
Name of parent/guardian (please print)

Address: _____

Date: _____



General Personnel**Exhibit - Request to Inspect Personnel File**

| | | |
|--|-------------------------------|------------------------------------|
| 1. Employee Name: | Social Security Number | Date of This Request: |
| Department/Location: | | Work Telephone or Extension |
| I request an appointment with the Personnel Department to inspect my personnel file. The last day if reviewed my file was _____ | | |
| <div style="text-align: right;">_____ Signature</div> | | |

| | | |
|-------------------------------------|-------|-------|
| 2. Appointment Scheduled: | | |
| _____ | _____ | _____ |
| Date | Time | Place |
| File review completed: _____ | | |
| Date | | |

| | |
|---|--------------------|
| 3. Employee comments regarding accuracy of information in this file. | |
| _____ | |
| _____ | |
| _____ | |
| _____ | _____ |
| Personnel Representative Signature | Employee Signature |

Employee: Complete Section 1 of form and forward to Personnel Department.

Place copy of this form in Personnel File following inspection.

(June 1995)



General Personnel**Exhibit - Request to Reprint or Adapt Material**

(on district letterhead)

Date _____

TO: _____

On behalf of the School District, I am requesting permission to reprint [*to use without change*] or adapt [*to use and modify*] the following material:

No reprinted or adapted material will be used in a sales promotion or advertising campaign. If permission to reprint or adapt this material is granted, the material will be used for the following purpose(s): _____

The following credit line will appear on each reprint or adaption:

| |
|---|
| Reprinted/Adapted, with permission from (publication) _____ |
| Copyright year of publication _____ Copyright owner _____ |
| All rights reserved. |

If you agree to grant permission for the School District to reprint or adapt the above listed material, please sign the **Permission to Reprint or Adapt Material** and return it to the requestor.

Please contact me at _____ if you have any questions. Thank you for your consideration.

School District Requestor (*please print*)

Email/Fax

Signature

Date

Permission to Reprint or Adapt Material

I hereby grant permission to the School District requestor to reprint or adapt material as requested on the terms and conditions stated herein.

Copyright owner (*please print*)

Signature

Date

(May 1999)

Revised: October 24, 2011

Instruction

Exhibit - Resource Person and Volunteer Information Form and Waiver of Liability

Volunteers must complete this form one time each school year. Please print clearly in ink:

Name _____

 Last First Middle Telephone

Address _____
 Street City Zip Code

Personal physician _____ Telephone _____

Emergency adult contact _____ Telephone _____

Are you now or have you ever been a school volunteer? ☐ Yes ☐ No

If yes, at which school? _____ Year? _____

Name(s) of any child(ren) attending this school _____

Criminal Conviction Information: Are you a child sex offender? ☐ Yes ☐ No

Have you ever been convicted of a felony? ☐ Yes ☐ No If Yes, list all offenses.

| Offense | Date | Location |
|---------|------|----------|
| | | |

If requested, are you willing to consent to a criminal history records check? ☐ Yes ☐ No

Waiver of Liability

The School District does not provide insurance coverage to non-District personnel serving as volunteers for the School District. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by the School District and to document the volunteer's acknowledgment that they are providing volunteer service at their own risk.

By your signature below:

You acknowledge that the School District does not provide insurance coverage for the volunteer for any loss, injuries, illness, or death resulting from the volunteer's unpaid service to the School District.

You agree to assume all risk for death or any loss, injury, illness, or damage of any nature or kind, arising out of the volunteer's supervised or unsupervised service to the School District. You also agree to waive any and all claims against the School District, or its officers, School Board Members, employees, agents or assigns, for loss due to death, injury, illness or damage of any kind arising out of the volunteer's supervised or unsupervised service to the School District.

For volunteer coaches only: I understand that while fulfilling my coaching responsibilities, I am a *school official* under State law. In accordance with policy 5:90, *Abused and Neglected Child Reporting*, I will report to the Building Principal any hazing, which includes any unsanctioned or unauthorized act that results in bodily harm to any person. If the act results in death or great bodily harm, I will make a report to law enforcement and promptly notify the Building Principal that a report has been made (720 ILCS 5/12C-50.1).

Volunteer Name *(please print)*

Volunteer Signature

Date

For School Use Only

General description of assignment(s):

- ☐ Supervising students as needed by a teacher
☐ Supervising students during a regularly scheduled activity
☐ Assisting with academic programs
☐ Assisting at the resource center or main office
☐ Other _____

Name of supervising staff member _____

Statewide Sex Offender Database Registry at: www.isp.state.il.us/sor/

Registry checked by: _____ Date: _____ (mandatory)

Statewide Murderer and Violent Offender Against Youth Registry at: www.isp.state.il.us/cmvo/

Registry checked by: _____ Date: _____ (mandatory)

Dru Sjodin National Sex Offender Public Website (NSOPW) at: www.nsopr.gov

NSOPW checked by: _____ Date: _____ (mandatory)

To be completed by the Building Principal:

Will the individual be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a fingerprint-based criminal history records check would be prudent? ☐ Yes ☐ No

If yes, and provided the individual authorized the fingerprint-based criminal history records check, please provide the following:

Date that the background check was requested _____

Date that the background check was received and reviewed _____

Check reviewed by *(please print)* _____

Signature of Reviewer

Date

[January 2014]

Revised: May 12, 2014
February 12, 2018

■

Operational Services

Exhibit - Response to Appeal Of Denial Of Fee Waiver

Date: _____

Building Principal

Dear: _____

This letter is in response to your appeal of the Building Principal's decision to deny your request that the student fee for [insert purpose of fee], in the amount of \$_____, for [insert name of student], be waived.

I have reviewed your application and have decided to [insert "grant" or "deny"] your request for a fee waiver for the following reason(s): _____

Sincerely yours,

Superintendent

■

Operational Services**Exhibit - Response to Application for Fee Waiver, Appeal, and Response to Appeal****Response to Application for Fee Waiver (To parents/guardians)**

Student's Name *(please print)* School _____

- ☐ **Request granted** ☐ **Request denied for the following reason(s):**

If your request was denied, you may appeal in writing by completing the following portion of this form and submitting it to the Superintendent. If you appeal this decision, you have the right to meet with the Superintendent or designee to explain why the fee waiver should be granted. You may reapply at any time if circumstances change.

Building Principal or Office Staff Member Date _____

Appeal of the Denial of a Fee Waiver *(To be submitted to the Superintendent)*

- ☐ I am exercising my right to appeal the Building Principal's denial of my request to waive the school student fee described above.
- ☐ I would like to explain why the fee waiver should be granted during a telephone conversation or during a meeting with the person who will decide my appeal. *(If you check this box, someone from the Superintendent's office will contact you to make arrangements.)*

Parent/Guardian *(please print)* Telephone Number _____

Signature Date _____

The Superintendent's office will notify you in writing of the results of your appeal within 30 calendar days of receipt of your appeal.

Response to Appeal of the Denial of a Fee Waiver *(To parent(s)/guardian(s))*

- ☐ I have reviewed your appeal.
- ☐ **Request granted** ☐ **Request denied for the following reason(s):**

Superintendent Date _____

If you answered "No" to any of the previous questions, please indicate the reason(s) you are applying for a waiver of school fees.

Income Verification for Fee Waiver

You must present documents to verify income. Such documents may include, but are not limited to:

| | |
|--|-----------------------------|
| Two current pay stubs for all working members of the household | Disability showing benefits |
| Unemployment statement showing benefits | Current tax returns |
| Medicaid Card showing case number | Foster placement papers |
| Direct Certification letter from the State of Illinois | Food Stamp Evidence |
| Temporary Food assistance for needy families | |

You may be requested to provide updated income verification at any time, but no more often than once every 60 calendar days.

Supplying false information to obtain a fee waiver is a Class 4 felony (720 ILCS 5/17-6).

I attest that the statements made herein are true and correct.

Parent/Guardian (*signature*)

Date

Revised: August 2010
February 2011
March 20, 2017



Students

Exhibit - Response to Bullying

To be completed by the Building Principal and attached as a coversheet for the school office's designated bullying report investigation and response folder. Place a copy of the completed coversheet only (not attachments) in each listed student's temporary school student record. Redact all student names other than the student's name for which the record pertains.

Investigator: _____ Title: _____

Investigation

File an interview form for each party interviewed in the designated investigation and response folder.

☐ Check here to indicate that all interview forms have been properly completed and filed.

Target: _____ Date: _____

Aggressor: _____ Date: _____

Witnesses: _____ Date: _____

_____ Date: _____

_____ Date: _____

Are there any prior documented incidents by the aggressor identified above? ☐ Yes ☐ No (Attach information)

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Findings

☐ Bullying ☐ Other: _____

☐ Aggressor motivated by protected characteristics listed in policy 7:20, *Harassment of Students Prohibited*.

Bullying Investigation Response

Response and Plan for Target (Check all that apply and include descriptions.)

☐ Contact parent/guardian: _____ Date: _____

Circle contact method: Phone Email Letter In-person Other: _____

☐ Safety plan: _____

☐ Increase staff supervision: _____

☐ Education: _____

☐ Minimize contact with aggressor: _____

☐ District resources: (Student Services/IDEA/504) _____

☐ Other: _____

Target follow-up scheduled date: _____ Date and initial completed: _____

Parent/guardian follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

☐ Provide parent/guardian with copies of Board policy 2:260 and 7:180. Date: _____

Response and Plan for Aggressor (Check all that apply and include descriptions.)

- ☐ Contact parent/guardian: _____ Date: _____
 Circle contact method: Phone Email Letter In-person Other: _____
- ☐ 7:190-E1, *Aggressive Behavior Reporting Letter and Form* sent _____ Date: _____
- ☐ Provide parent/guardian with copies of Board policy _____ Date: _____
 2:260 and 7:180 _____

Restorative Responses

- ☐ Safety plan: _____
- ☐ Increase staff supervision: _____
- ☐ Education: _____
- ☐ Non-District affiliated psychological services: _____
- ☐ Alternative school assignment: _____
- ☐ Minimize contact with target: _____
- ☐ District resources (Student Services/IDEA/504): _____
- ☐ Other: _____

Punitive Responses

- ☐ Loss of privileges: _____
- ☐ Detention: _____
- ☐ Suspension: _____
- ☐ Expulsion: _____
- ☐ Community agency service: _____
- ☐ Reciprocal Reporting Act utilized: ☐ Yes ☐ No
- ☐ Report to School Resource Officer/Law Enforcement _____
- ☐ Other: _____

Aggressor follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

Parent/guardian follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

- ☐ Contact District complaint manager: _____ Date: _____
- ☐ Target response implementation: _____
- ☐ Aggressor response implementation: _____
- ☐ Systemic culture/climate intervention: _____
- ☐ Referral to address needs for ideal conditions for developmental learning: _____
- ☐ Other: _____

Submit reports to: ☐ Building Principal (if not the investigator) Date: _____
☐ Superintendent Date: _____

Signature of investigator: _____ Date: _____

[May12, 2014]

Revised: August 27, 2018



Kankakee School District #111

Employee Name: _____

Employee Job Title: _____

Date of Injury: _____

☐ **Treatment of new injury/incident**

Will forward Claim # when received

☐ **Follow up of injury/incident**

Claim # _____

Notes: _____

Kankakee School Dist. 111

Lynn Zugenbuehler, Human Resources Coordinator

Phone number: 815-802-7711

Fax number: 815-802-7714

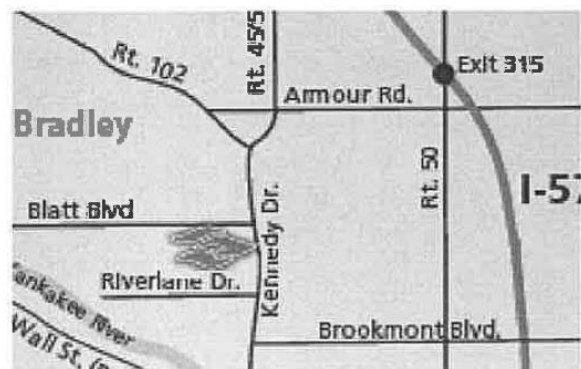
Riverside WorkForce Health - Bradley

400 S. Kennedy Drive, Suite 700

Bradley, IL 60915

Ph (815) 935-7532

Fax (815) 935-7495





Sack lunch charges are the same as in-school lunches. The cafeteria cashier will make the determination of eligibility for free, reduced or paid and will keep track of meal payments.

| | |
|---------------------|-----------------------|
| SCHOOL | TEACHER |
| DATE OF TRIP | DESTINATION |
| TIME LEAVING | TIME RETURNING |

[illegible]

Meal Count

An accurate meal count for all meals served must be taken at the time of service. If children do not pass through the cafeteria serving line to pick up their sack lunches & milk prior to leaving on the field trip, each child's name must be checked at the time they are served the meal during the field trip and the checklist must be returned to the kitchen upon returning from the trip.



UNIFORM SCHOOL BUS ACCIDENT REPORT

Instructions: Pursuant to Section 1035.45 of the Illinois Administrative Code, report accidents to the Secretary of State as soon as possible. Send this form to your local Regional Office of Education. Do not submit to the Illinois State Board of Education.

| | | | |
|------------------------------------|-----------------------|-----------------|-------------------------------------|
| SCHOOL DISTRICT | | BUS OWNER | |
| BUS BODY MAKE | BUS CHASSIS MAKE | MODEL YEAR | VIN (Vehicle Identification Number) |
| BUS DRIVER NAME (Last, First, MI.) | DRIVER LICENSE NUMBER | CITATION ISSUED | POLICE REPORT NUMBER (If known) |
| LOCATION (County) | DATE OF ACCIDENT | DAY OF ACCIDENT | TIME OF ACCIDENT |

PART I - SCHOOL BUS PHYSICALLY INVOLVED

1. Type of Accident (Enter only one response):

- | | | |
|---|---|--|
| <input type="checkbox"/> Between Motor Vehicles | <input type="checkbox"/> Pedestrian | <input type="checkbox"/> Other collision (animal, animal-drawn vehicle, streetcar) |
| <input type="checkbox"/> Fixed Object (complete question 2) | <input type="checkbox"/> Pedalcycle | |
| <input type="checkbox"/> Non collision | <input type="checkbox"/> Railroad train | |

2. Complete if Fixed Object Accident (enter only one response, that which caused most damage):

- | | | |
|---|---|---|
| <input type="checkbox"/> Bridge rail | <input type="checkbox"/> Fence | <input type="checkbox"/> Sign |
| <input type="checkbox"/> Culvert or head wall | <input type="checkbox"/> Fire hydrant | <input type="checkbox"/> Tree |
| <input type="checkbox"/> Curb or wall | <input type="checkbox"/> Guardrail | <input type="checkbox"/> Utility pole |
| <input type="checkbox"/> Embankment | <input type="checkbox"/> Median barrier | <input type="checkbox"/> Other, specify _____ |

3. Did accident result in (enter only one response):

- | | |
|--|--|
| <input type="checkbox"/> Fatality | <input type="checkbox"/> Nonincapacitating injury (moderate) |
| <input type="checkbox"/> Incapacitating injury (serious) | <input type="checkbox"/> Possible injury (minor) |

3a. Property damage only. If property damage occurred, was it:

- | | |
|---|--|
| <input type="checkbox"/> More than \$500.00 | <input type="checkbox"/> Less than \$500 |
|---|--|

4. Number injured? (See Part III) _____

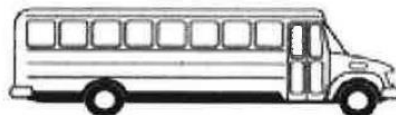
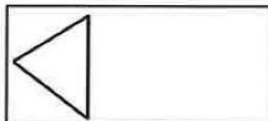
5. Manner of collision between vehicles or objects:

- | | | | |
|--------------------------------|-----------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> Angle | <input type="checkbox"/> Rear-end | <input type="checkbox"/> Head-on | <input type="checkbox"/> Other: _____ |
|--------------------------------|-----------------------------------|----------------------------------|---------------------------------------|

6. Bus direction analysis (enter only one response):

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------|------------------|---|---|--|--|---|---|--|--------------------------------------|--|--|---|-----------------------------------|---|---|---|--|---|--|---|--|--|--|
| Collision with Pedestrian <table border="0"> <tr> <td>Intersection</td> <td>Non Intersection</td> </tr> <tr> <td><input type="checkbox"/> Bus going straight</td> <td><input type="checkbox"/> Bus going straight</td> </tr> <tr> <td><input type="checkbox"/> Bus turning right</td> <td><input type="checkbox"/> Bus turning right</td> </tr> <tr> <td><input type="checkbox"/> Bus turning left</td> <td><input type="checkbox"/> Bus turning left</td> </tr> <tr> <td><input type="checkbox"/> Bus backing</td> <td><input type="checkbox"/> Bus backing</td> </tr> <tr> <td><input type="checkbox"/> Other action, specify _____</td> <td><input type="checkbox"/> Other action, specify _____</td> </tr> </table> | | Intersection | Non Intersection | <input type="checkbox"/> Bus going straight | <input type="checkbox"/> Bus going straight | <input type="checkbox"/> Bus turning right | <input type="checkbox"/> Bus turning right | <input type="checkbox"/> Bus turning left | <input type="checkbox"/> Bus turning left | <input type="checkbox"/> Bus backing | <input type="checkbox"/> Bus backing | <input type="checkbox"/> Other action, specify _____ | <input type="checkbox"/> Other action, specify _____ | Collision with Other Vehicle <table border="0"> <tr> <td>Intersection</td> <td>Nonintersection</td> </tr> <tr> <td><input type="checkbox"/> Entering at angle, both moving</td> <td><input type="checkbox"/> Same direction, both moving</td> </tr> <tr> <td><input type="checkbox"/> Entering same direction, both moving</td> <td><input type="checkbox"/> Opposite direction, both moving</td> </tr> <tr> <td><input type="checkbox"/> Entering opposite direction, both moving</td> <td><input type="checkbox"/> One vehicle stopped</td> </tr> <tr> <td><input type="checkbox"/> Other action, specify _____</td> <td><input type="checkbox"/> Other action, specify _____</td> </tr> </table> | | Intersection | Nonintersection | <input type="checkbox"/> Entering at angle, both moving | <input type="checkbox"/> Same direction, both moving | <input type="checkbox"/> Entering same direction, both moving | <input type="checkbox"/> Opposite direction, both moving | <input type="checkbox"/> Entering opposite direction, both moving | <input type="checkbox"/> One vehicle stopped | <input type="checkbox"/> Other action, specify _____ | <input type="checkbox"/> Other action, specify _____ |
| Intersection | Non Intersection | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Bus going straight | <input type="checkbox"/> Bus going straight | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Bus turning right | <input type="checkbox"/> Bus turning right | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Bus turning left | <input type="checkbox"/> Bus turning left | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Bus backing | <input type="checkbox"/> Bus backing | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Other action, specify _____ | <input type="checkbox"/> Other action, specify _____ | | | | | | | | | | | | | | | | | | | | | | | | |
| Intersection | Nonintersection | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Entering at angle, both moving | <input type="checkbox"/> Same direction, both moving | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Entering same direction, both moving | <input type="checkbox"/> Opposite direction, both moving | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Entering opposite direction, both moving | <input type="checkbox"/> One vehicle stopped | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Other action, specify _____ | <input type="checkbox"/> Other action, specify _____ | | | | | | | | | | | | | | | | | | | | | | | | |
| All Other Collisions <table border="0"> <tr> <td>Intersection</td> <td>Nonintersection</td> </tr> <tr> <td><input type="checkbox"/> Fixed object</td> <td><input type="checkbox"/> Fixed Object</td> </tr> <tr> <td><input type="checkbox"/> Other road vehicle, training, pedacycle</td> <td><input type="checkbox"/> Other road vehicle, training, pedacycle</td> </tr> <tr> <td><input type="checkbox"/> Other object, animal</td> <td><input type="checkbox"/> Other object, animal</td> </tr> </table> | | Intersection | Nonintersection | <input type="checkbox"/> Fixed object | <input type="checkbox"/> Fixed Object | <input type="checkbox"/> Other road vehicle, training, pedacycle | <input type="checkbox"/> Other road vehicle, training, pedacycle | <input type="checkbox"/> Other object, animal | <input type="checkbox"/> Other object, animal | Noncollision <table border="0"> <tr> <td>Intersection</td> <td>Nonintersection</td> </tr> <tr> <td><input type="checkbox"/> Overturn</td> <td><input type="checkbox"/> Overturn</td> </tr> <tr> <td><input type="checkbox"/> Other noncollision</td> <td><input type="checkbox"/> Other noncollision</td> </tr> </table> | | Intersection | Nonintersection | <input type="checkbox"/> Overturn | <input type="checkbox"/> Overturn | <input type="checkbox"/> Other noncollision | <input type="checkbox"/> Other noncollision | | | | | | | | |
| Intersection | Nonintersection | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Fixed object | <input type="checkbox"/> Fixed Object | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Other road vehicle, training, pedacycle | <input type="checkbox"/> Other road vehicle, training, pedacycle | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Other object, animal | <input type="checkbox"/> Other object, animal | | | | | | | | | | | | | | | | | | | | | | | | |
| Intersection | Nonintersection | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Overturn | <input type="checkbox"/> Overturn | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Other noncollision | <input type="checkbox"/> Other noncollision | | | | | | | | | | | | | | | | | | | | | | | | |

7. First point of impact (enter only one response): _____



8. Contributing circumstances (mark with an "x" as many responses as applicable):

| Driver Action | Bus Driver Action | Other Vehicle Driver Action | Roadway |
|------------------------------|--------------------------|-----------------------------|--|
| Speed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Defective surface |
| Right of way-failed to yield | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Slippery |
| Passed stop sign | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Inoperative traffic signal |
| Disregarded signal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> View obstructed by object (e.g. tree, fence, shrubbery, etc.) |
| Drove left of center | <input type="checkbox"/> | <input type="checkbox"/> | Vehicle Defect |
| Improper overtaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Tires |
| Made improper turn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Brakes |
| Followed too closely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Lights |
| Backing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Steering |
| Sudden movement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No vehicle defect |
| No improper action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Other action, specify _____ |

9. Total number of lanes on roadway: _____
10. Posted speed limit: _____
11. Approximate speed of the bus: _____
12. Age of school bus driver: _____
13. Driver: ☐ Male ☐ Female
14. Driver's experience driving school bus: ☐ Less than 6 months ☐ 1-2 years ☐ 5-10 years
☐ 1 year or less ☐ 2-5 years ☐ Over 10 years
15. In the last three years how many school bus accidents has the driver had? _____
16. Did the driver receive a pre-service school bus driver training course? ☐ Yes ☐ No
17. Did the driver receive in-service training course in the last 12 months? ☐ Yes ☐ No
18. Was the bus driver's lap belt in use when the accident occurred? ☐ Yes ☐ No
19. Type of school bus: ☐ Type A ☐ Type B ☐ Type C ☐ Type D ☐ Other
20. Total number of passengers on bus (excluding driver): _____
21. Bus related seating capacity: _____
22. School bus use at time of accident:
☐ Regular route
☐ Field/Activity trip (school related use)
☐ Special Education use
☐ Other use
23. Condition of road at time of accident (enter as many responses as applicable):
☐ Dry ☐ Snow packed
☐ Holes or ruts ☐ Under repair
☐ Icy ☐ Wet
☐ Muddy ☐ Other, specify _____
24. Light condition (enter only one response):
☐ Dawn
☐ Daylight
☐ Dusk
☐ Dark, artificially illuminated
☐ Dark, not artificially illuminated
25. Weather condition (enter only one response):
☐ Clear ☐ Sleeting
☐ Dust ☐ Smog/smoke
☐ Fog ☐ Snowing
☐ Raining ☐ Other, specify _____

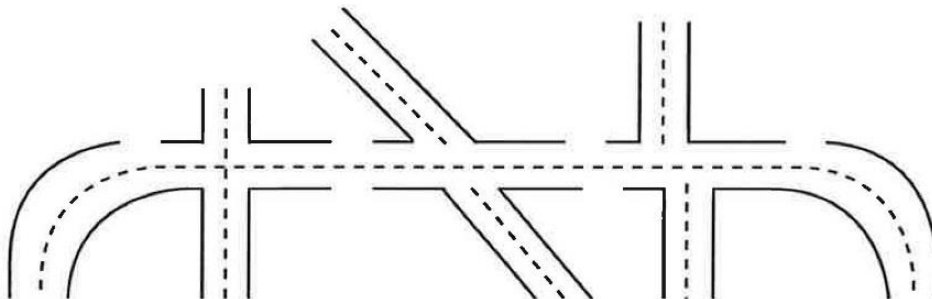
PART II – LOADING/UNLOADING ZONE ACCIDENTS

1. At the time of the accident, where was the bus? (Enter only one response)
☐ Approaching the zone ☐ Stopped in the zone ☐ Leaving the zone ☐ Not in sight
2. Was the pupil(s):
☐ Hit by the bus ☐ Hit by other vehicle
3. Number injured (See Part III) _____
4. Location of injured pupil(s):
☐ On side of road ☐ In roadway ☐ On sidewalk ☐ Other, specify _____

Part II - LOADING/UNLOADING ZONE ACCIDENTS (con't.)

Description of accident: (Please describe behavior of pupil(s) in loading zone in this section.)

Complete the following diagram showing direction and positions of vehicles involved, designating clearly the point of contact. (If this diagram will not serve for the accident in question, use adjacent space provided.)



PART III – INJURY TALLY SHEET - SCHOOL TRANSPORTATION-RELATED PERSONNEL

| AGE | ON BOARD BUS | | | | | OFF BUS LOADING/UNLOADING ZONE | | | | |
|---------|--------------|--------|---------|----------|-------|--------------------------------|--------|---------|----------|-------|
| | KILLED | | INJURED | | | KILLED | | INJURED | | |
| | | | Serious | Moderate | Minor | | | Serious | Moderate | Minor |
| | Male | Female | All | All | All | Male | Female | All | All | All |
| Under 5 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 13 | | | | | | | | | | |
| 14 | | | | | | | | | | |
| 15 | | | | | | | | | | |
| 16 | | | | | | | | | | |
| 17 | | | | | | | | | | |
| 18 | | | | | | | | | | |
| Over 18 | | | | | | | | | | |
| Driver | | | | | | | | | | |
| Others | | | | | | | | | | |
| TOTALS | | | | | | | | | | |

Report submitted by: _____

Original Signature

Name (Please print)

Date

Position/Title

Students

Exhibit - School Medication Authorization Form

A new form must be completed every school year.

To be completed by Parent(s)/Guardian(s). For asthma inhalers only, the parent may attach the prescription label instead of a written doctor order. See "Asthma Inhaler" section below.

Student Name: _____ Birth Date: _____

Address: _____

Phones number: _____ Emergency number: _____

School: _____ Grade: _____ Teacher: _____

To be completed by the student's physician, physician assistant with prescriptive authority, or advanced practice RN with prescriptive authority (Note: for asthma inhalers only, use the **Asthma Inhalers** section below):

Prescriber's Printed Name: _____

Office Address: _____

Office Phone: _____ Emergency Phone: _____

Medication Name: _____

Purpose: _____

Dosage: _____ Frequency: _____

Time medication is to be administered or under what circumstances: _____

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? ☐ Yes ☐ No

Expected side effects, if any: _____

Prescription date: _____ Discontinuation date: _____

Time interval for re-evaluation: _____

Other medication student is receiving: _____

Prescriber's Signature

Date

Asthma Inhalers

Parent(s)/Guardian(s) please attach prescription label here:

For only parents/guardians of students who need to carry and use their asthma medication or an epinephrine auto-injector:

I authorize the School District and its employees and agents, to allow my child to self-carry and self-administer his or her asthma medication and/or epinephrine auto-injector: (1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) 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-carry and self-administration of asthma medication or epinephrine auto-injector. 105 ILCS 5/22-30.

Please initial to indicate (a) receipt of this information, and (b) authorization for your child to carry and use his or her asthma medication or epinephrine auto-injector._____
Parent(s)/Guardian Initials***For ALL parents/guardians:***

By signing below, I agree that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize the School District and its employees and agents, in my behalf, to administer or to attempt to administer to my child (or to allow my child to self-administer pursuant to State law, while under the supervision of the employees and agents of the School District), lawfully prescribed medication in the manner described above. **I acknowledge that it may be necessary for the administration of medications to my child to be performed by an individual other than a school nurse and specifically consent to such practices, and**

I agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration or the child's self-administration of medication.

Parent/Guardian Printed Name

Address (if different from Student's above): _____

Phone: _____ Emergency Phone: _____

Parent/Guardian Signature_____
Date

Para los padres o tutores de estudiantes que necesitan llevar consigo medicación para asma o EpiPen®:

Yo autorizo al Distrito Escolar y a sus empleados y agentes, a permitir que mi hijo o el niño bajo mi tutela, este en posesión y use su medicación para el asma y o su auto-inyector de epinefrina: (1) mientras este en la escuela, (2) mientras se encuentre en una actividad patrocinada por la escuela, (3) dentro de la supervisión del personal escolar, o (4) antes o después de las actividades normales de la escuela, cuando se encuentre al cuidado de la misma, antes del horario escolar o después del horario escolar en propiedad operada por la escuela. La ley de Illinois requiere que el Distrito Escolar informe a los padres y tutores que la escuela y sus empleados y agentes no incurren en ninguna responsabilidad, excepto por una conducta malintencionada y licenciosa, como resultado de cualquier lesión que se produzca en el estudiante por tener posesión y por auto-administración de medicación del asma o el uso del auto-inyector de epinefrina (105 ILCS 5/22-30).

Si usted está de acuerdo por favor escriba sus iniciales para indicar (a) que ha recibido esta información, y (b) que autoriza que su hijo/a lleve y use su medicamento para el asma o auto-inyector de epinefrina.

Padre(s)/Tutor(es)

Para TODOS los padres o tutores:

Al firmar en la parte inferior, Yo estoy de acuerdo y soy el responsable primario por la administración de medicación a mi niño. Sin embargo, en caso de que yo no pueda hacerlo o en caso de una emergencia médica, Yo autorizo al Distrito Escolar, a sus empleados y agentes y en mi nombre a administrar o tratar de administrar a mi niño (o permitir que mi niño se auto-administre, mientras este en la supervisión de los empleados y agentes del Distrito Escolar), medicación legalmente prescrita en la manera que se describe en la parte superior. **Yo reconozco que tal vez sea necesario que la administración de la medicación a mi niño sea llevada a cabo por algún otro individuo que no sea la enfermera escolar y específicamente consiento a dichas prácticas, y**

Yo estoy de acuerdo en exonerar y mantener fuera al Distrito Escolar, a sus empleados y agentes de cualquier reclamo legal, excepto una demanda basada en una conducta malintencionada y licenciosa, que se produzca de la administración o de la auto-administración del medicamento del niño.

Nombre del Padreo o Tutor letra imprenta

Domicilio: (Solo si es diferente al del estudiante antes mencionado) _____

Teléfono: _____ Numero de emergencia: _____

Firma del Padre o Tutor*

Fecha

Revised: March 26, 2007
 June 13, 2011
 February 12, 2018





Illinois State Board of Education

Illinois State Board of Education School-Parent Compact Checklist (Checklist with Examples of Required Documentation)

Title I, Section 1116 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

School: _____
School should give additional attention to the following areas:

| Met Not Met NA | Indicator | Documentation | Notes |
|--|---|---|-------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>1. Provide all parents of Title I students the opportunity to be involved in the joint development of the school-parent compact.</p> <p><i>Section 1116 (d)</i></p> | <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>2. Outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.</p> <p><i>Section 1116 (d)</i></p> | <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |

| Met Not Met NA | Indicator | Documentation | Notes |
|--|---|--|-------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Identify and describe the district and school academic achievement goals for the school year. (It is recommended to limit the academic goals to one or two areas of highest academic need and a fundamental academic focus area). <i>Section 1116 (d)</i> | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties. <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. Describe the ways in which the school will provide parents with strategies/activities to assist their child with the high-quality curriculum and instruction delivered in the school's supportive and effective learning environment that enables the child to meet the State's student performance standards. <i>Section 1116 (d)(1)</i> | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Describe the ways in which parents will be responsible for supporting their children's learning. <i>Section 1116 (d)(1)</i> | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes | |

| Met Not Met NA | Indicator | Documentation | Notes |
|--|--|--|-------|
| | | <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Describe the ways in which students will be responsible for their learning. <i>Section 1116 (d)(1)</i> | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum : a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Evidence that the school-parent compact was shared and utilized as a tool with all Title I parents | |

| Met Not Met NA | Indicator | Documentation | Notes |
|--|--|---|-------|
| | <p>b. Frequent reports to parents on their children's progress.</p> <p>c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.</p> <p><i>Section 1116 (d)(2)(A)(B)(C)</i></p> | <p><input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts</p> | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>8. Distribute a copy of the school-parent compact to parents, students, and school representative for signature and review.</p> <p>All compacts must be signed and dated by each parent, student, and a school representative.</p> | <p><input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties</p> <p><input type="checkbox"/> Dated meeting agendas</p> <p><input type="checkbox"/> Dated sign-in sheets (indicating person's role and/or title)</p> <p><input type="checkbox"/> Dated meeting minutes</p> <p><input type="checkbox"/> Flyers, invitations, marquee, Web page</p> | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>9. Develop a process for revising the compact annually with all parents of Title I students having the opportunity to provide input.</p> <p>Current school year as well as revision date (M/D/Y) must be listed on the school-parent compact.</p> | <p><input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties</p> <p><input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts</p> <p><input type="checkbox"/> Dated meeting agendas</p> <p><input type="checkbox"/> Dated meeting minutes</p> <p><input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role)</p> <p><input type="checkbox"/> Pictures, presentations, or handouts</p> <p><input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages</p> | |

Operational Services**Exhibit - School Staff AED Notification Letter**

On District letterhead

Date:

To: Staff members

Re: Notification to School Staff of the Physical Fitness Facility Medical Emergency Response Instructions and AED Availability

We would like to notify you about our plan for responding to medical emergencies that might occur in our physical fitness facilities. This plan includes access to an Automated External Defibrillator (AED) in the following locations in these facilities:

| Facility | Location |
|----------|----------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

The AEDs are strategically placed and readily accessible to predetermined AED users to maximize rapid use. The AED is available during school hours and after school during any activity or program organized by the school and supervised by a school employee. The predetermined AED users are school nurses and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training) and has a completion card on file with the Superintendent. Any anticipated rescuers or users should now also be trained and certified.

The following information is posted with each AED:

1. Instructions to immediately call 9-1-1 and instructions for emergency care.
2. Instructions for using an AED.

Please contact me if you would like information on becoming a trained AED user. If you anticipate that your duties make you more likely to use an AED, you should become trained and certified. It is important to note that the Physical Fitness Facility Medical Emergency Preparedness Act and the Local Governmental and Governmental Employees Tort Immunity Act protect staff members from liability. We appreciate your support.

Sincerely,

Superintendent

Attachments: Step-by-Step Emergency Response Plan (bottom of page 4 of 4:170-AP6, *Plan for Responding to a Medical Emergency at a Physical Fitness Facility*)

Developed: August 2005
Revised: February 2011



SEVERE FOOD ALLERGY ALERT

Date:

Dear Parent/Guardian:

This letter is to inform you that a student(s) in your child's classroom has severe food allergies to: _____ . Exposure to these allergens could cause a life-threatening reaction.

It is our goal to ensure that every student in our school is safe. Our District has adopted a policy for managing students with food allergies. Our policy is in compliance with Public Act 96-0349 and meets the guidelines created by the Illinois State Board of Education and the Illinois Department of Public Health.

Because these students cannot be in contact with foods containing this/these allergen(s), we are requesting that you not send these foods to school for snacks or treats. Even trace amounts of these allergens could result in a severe allergic reaction. Sometimes these elements may be hidden in processed foods.

Please discuss the following with your child:

- Do not offer, share, or exchange any foods with other students at school.
- Hand washing with soap and water, after eating, is necessary to decrease the chance of cross-contamination on surfaces at school.
- If your child rides the bus, remind them that there is a "no eating on the bus" policy.

Thank you for your consideration and help in this matter. Please call your child's school if you have any questions or concerns.

Sincerely,

Developed: January 10, 2011



SEVERE ALLERGY EMERGENCY PLAN MEDICAL AUTHORIZATION

NAME: _____ D.O.B: ____/____/____

TEACHER: _____ GRADE: _____

ALLERGY TO: _____

Asthma: ☐ Yes (higher risk for a severe reaction) ☐ No

Weight: _____ lbs

ANY SEVERE SYMPTOMS AFTER SUSPECTED INGESTION:

LUNG: Short of breath, wheeze, repetitive cough
 HEART: Pale, blue, faint, weak pulse, dizzy, confused
 THROAT: Tight, hoarse, trouble breathing/swallowing
 MOUTH: Obstructive swelling (tongue)
 SKIN: Many hives over body

Or Combination of symptoms from different body areas:

SKIN: Hives, itchy rashes, swelling
 GUT: Vomiting, crampy pain

INJECT EPINEPHRINE IMMEDIATELY

- Call 911
- Begin monitoring (see below)
- Additional medications:
- Antihistamine
- Inhaler (bronchodilator) if asthma

Inhalers/bronchodilators and antihistamines are not to be depended upon to treat a severe reaction (anaphylaxis) → Use Epinephrine.

When in doubt, use epinephrine. Symptoms can rapidly become more severe.

MILD SYMPTOMS ONLY

Mouth: Itchy mouth
 Skin: A few hives around mouth/face, mild itch
 Gut: Mild nausea/discomfort

GIVE ANTIHISTAMINE

- Stay with child, alert health care professionals and parent.

IF SYMPTOMS PROGRESS (see above), INJECT EPINEPHRINE

- ☐ If checked, give epinephrine for ANY symptoms if the allergen was likely eaten.
☐ If checked, give epinephrine before symptoms if the allergen was definitely eaten.

MEDICATIONS/DOSES

EPINEPHRINE (BRAND AND DOSE): _____

ANTIHISTAMINE (BRAND AND DOSE): _____

Other (e.g., inhaler-bronchodilator if asthma): _____

MONITORING: Stay with the child. Tell rescue squad epinephrine was given. A second dose of epinephrine can be given a few minutes or more after the first if symptoms persist or recur. For a severe reaction, consider keeping child lying on back with legs raised. Treat child even if parents cannot be reached.

☐ Student may self-carry epinephrine☐ Student may self-administer epinephrine

CONTACTS: Call 911 Rescue squad: (____) _____

Parent/Guardian: _____ Ph: (____) _____

Name/Relationship: _____ Ph: (____) _____

Name/Relationship: _____ Ph: (____) _____

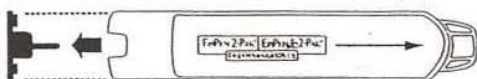
Licensed Healthcare Provider Signature: _____ (Required) Phone: _____ Date: _____

I hereby authorize the school district staff members to take whatever action in their judgment may be necessary in supplying emergency medical services consistent with this plan, including the administration of medication to my child. I understand that the Local Governmental and Governmental Employees Tort Immunity Act protects staff members from liability arising from actions consistent with this plan. I also hereby authorize the school district staff members to disclose my child's protected health information to chaperones and other non-employee volunteers at the school or at school events and field trips to the extent necessary for the protection, prevention of an allergic reaction, or emergency treatment of my child and for the implementation of this plan.

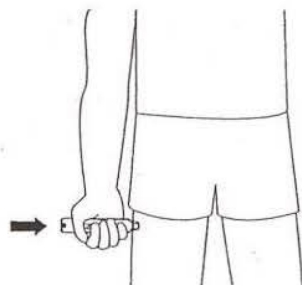
Parent/Guardian Signature: _____ Date: _____

EPIPEN Auto-Injector and EPIPEN Jr Auto-Injector Directions

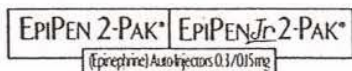
- First, remove the EPIPEN Auto-Injector from the plastic carrying case
- Pull off the blue safety release cap.



- Hold orange tip near outer thigh (always apply to thigh)



- Swing and firmly push orange tip against outer thigh. Hold on thigh for approximately 10 seconds. Remove the EPIPEN Auto-Injector and massage the area for 10 more seconds



DEY® and the Dey logo, EpiPen®, EpiPen 2-Pak®, and EpiPen Jr 2-Pak® are registered trademarks of Dey Pharma, L.P.

Twinject® 0.3 mg and Twinject® 0.15 mg Directions



Remove caps labeled "1" and "2."

Place rounded tip against outer thigh, press down hard until needle penetrates. Hold for 10 seconds, then remove.



SECOND DOSE ADMINISTRATION:

If symptoms don't improve after 10 minutes, administer second dose:

Unscrew rounded tip. Pull syringe from barrel by holding blue collar at needle base.

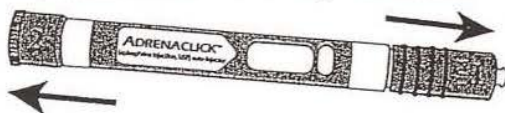


Slide yellow collar off plunger.

Put needle into thigh through skin, push plunger down all the way, and remove.



Adrenaclick™ 0.3 mg and Adrenaclick™ 0.15 mg Directions



Remove GREY caps labeled "1" and "2."



Place RED rounded tip against outer thigh, press down hard until needle penetrates. Hold for 10 seconds, then remove.

A food allergy response kit should contain at least two doses of epinephrine, other medications as noted by the student's physician, and a copy of this Food Allergy Action Plan.

A kit must accompany the student if he/she is off school grounds (i.e., field trip).

General Personnel**Exhibit - Sexual Harassment Report Form**

School _____ Complainant's Name _____

Status In District: Student ____ Employee ____ Volunteer ____ Other _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date(s) of alleged incident(s) _ ____ _

Name of person who you believe sexually harassed you _____

List any witnesses who were present during the alleged incident _____

Where did the incident(s) occur? _____

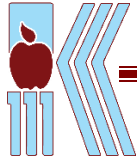
Describe the incident as clearly as possible, including such things as: any verbal statements (i.e. threats, requests, demands, etc.): what, if any, physical contact was involved: etc. (Attach additional pages or any anecdotal records of necessary)

I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature_____
Date_____
Parent Signature
(if student is considered a minor)_____
Date_____
Received by (Investigator)_____
Date

[July 1997]





Kankakee School District #111

Short Term Out-of-School Suspension (1-3 days) Reporting Form



Dear Parent(s)/Guardian(s):

Illinois law requires a School District to provide the following information to a parent/guardian of a child who is suspended from school due to an act of gross disobedience or misconduct.

Student _____

Incident Date _____

Student handbook rules and/or Board policy violated: _____

Date and time of pre-suspension conference with student: _____

Date(s) of suspension: _____

Date student is eligible to return to school: _____

Description of incident:

| |
|--|
| |
|--|

Rational for the specific for duration of the suspension:

| |
|--|
| |
|--|

It has been further determined that:

I. Your child's continued presence at school poses a threat to school safety. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following: *(List explanation below.)*

II. Your child's continued presence at school poses a disruption to other students' learning opportunities. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, one or more of the following: *(List explanation below.)*

During the period of suspension, your child may not be present at school, on grounds owned or controlled by the School District or at any School District activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Upon returning to school, your child will be given an opportunity to make up work missed during the suspension for equivalent academic credit.

To discuss this matter, you may contact the Building Principal. Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to Felice Hybert, Assistant Superintendent of Curriculum and Instruction.

Building Principal

Date

cc: Board of Education

Meeting title:

Meeting Purpose, please check one: ☐ SLT/ILT ☐ Curriculum ☐ Planning ☐ Training

Location:

Date: _____ Time: _____

| | | | | | | | | |
|----|---------------------------------|-----------------|----------------|-----------------------------------|--------------------------|-------|--------------------------|----------|
| | | Funding Source: | | Local | <input type="checkbox"/> | Grant | <input type="checkbox"/> | |
| | Name | School | Grade Level | Check each column that applies | | | Arrived | Departed |
| # | (Please print or write legible) | | | Sped | Teacher | Aide | | |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
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| 25 | | | | | | | | |

Domain 1: School Social Worker: Planning & Preparation

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|--|---|--|
| 1a: Demonstrates knowledge and skill in the social work area; holding the relevant certificate or license | Social Worker demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. | Social Worker demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. | Social Worker demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. | Social Worker demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|--|--|---|---|
| 1b: Establishing goals for the therapy program appropriate to the setting and the students served | Social worker's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. | Social worker's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Social worker's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. | Social worker has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|---|---|--|---|
| 1c: Demonstrating knowledge of district, state, and federal regulations and guidelines | Social worker's knowledge of special education laws and procedures is extensive; social worker takes a leadership role in reviewing and revising district policies. | Social worker demonstrates thorough knowledge of special education laws and procedures. | Social worker demonstrates basic knowledge of resources for students available through the school or district. | Social worker demonstrates little or no knowledge of resources for students available through the school or district. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|--|--|--|---|
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district | Social worker demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. | Social worker demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Social worker demonstrates basic knowledge of resources for students available through the school or district. | Social worker demonstrates little or no knowledge of resources for students available through the school or district. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | |
|--|--|--|---|---|--------|
| If: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students | Social worker's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. | Social worker has developed a plan that includes the important aspects of work in the setting. | Social worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Points |
| | | | | | |
| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | |
| If: Develops a plan to evaluate the social work program | Social Worker's plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. | Social Worker's plan to evaluate the program is organized around clear goals with data to demonstrate the degree to which goals have been met. | Social Worker has a rudimentary plan to evaluate the social worker program. | Social Worker has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Points |

Total:

Domain 2: School Social Worker: The Environment

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
|---|---|---|--|--|--------|
| 2a. Establishing rapport with students | Students seek out the social worker, reflecting a high degree of comfort and trust in the relationship. | Social worker's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. | Social worker's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful. | Social worker's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center. | |
| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
| 2b. Organizing time effectively | Social worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. | Social worker exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Social worker's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Social worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | |
| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
| 2c. Establishing and maintaining clear procedures for referrals | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Social worker has established procedures for referrals, but the details are not always clear. | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. | |
| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
| 2d. Establishing standards of conduct in the treatment center | Standards of conduct have been established for the testing and treatment center. Social worker's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. | Standards of conduct have been established for the testing and treatment center. Social worker monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct appear to have been established for the testing and treatment center. Social worker's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | No standards of conduct have been established and social worker disregards or fails to address negative student behavior during evaluation or treatment. | |
| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
| 2e. Organizing physical space for testing of students and providing therapy | The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. | The testing and treatment center is well organized; materials are available when needed. | The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available. | |

Domain Total

#REF!

Domain 3: Social Worker: Delivery of Service

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|--|--|---|--|
| 3a: Responding to referrals and evaluating student needs | Social worker is proactive in responding to referrals and makes highly competent assessments of student needs. | Social worker responds to referrals and makes thorough assessments of student needs. | Social worker responds to referrals when pressed and makes adequate assessments of student needs. | Social worker fails to respond to referrals or makes hasty assessments of student needs. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|---|---|---|
| 3b: Developing and implementing treatment plans to maximize students' success | Social worker develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. | Social worker's plans for students are suitable for them and are aligned with identified needs. | Social worker's plans for students are partially suitable for them or sporadically aligned with identified needs. | Social worker fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---------------------------------|--|--|--|--|
| 3c. Communicating with families | Social worker secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Social worker reaches out to families of students to enhance trust. | Social worker communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | Social worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Social worker fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. |

Points

| Component | | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|--|---|--|--|--|
| 3d. Collecting information; writing reports | | Social worker is proactive in collecting important information, and interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. | Social worker collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Social worker collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Social worker neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. |
| | | | | | |
| Component | | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
| 3e: Demonstrating flexibility and responsiveness | | Social worker is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. | Social worker makes revisions in the treatment program when they are needed. | Social worker makes modest changes in the treatment program when confronted with evidence of the need for change. | Social worker adheres to the plan or program, in spite of evidence of its inadequacy. |

Points

Points

Domain Total

Domain 4: Social Worker: Professional Development

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 point) | 1 - Unsatisfactory (0 points) |
|-------------------------------|---|--|--|--|
| 4a: Reflecting on practice | Social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social worker draws on an extensive repertoire to suggest alternative strategies. | Social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social worker makes some specific suggestions as to how the therapy program might be improved. | Social worker's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Social worker does not reflect on practice, or the reflections are inaccurate or self-serving. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 point) | 1 - Unsatisfactory (0 points) |
|---|--|--|---|--|
| 4b: Collaborating with teachers and administrators | Social worker seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. | Social worker initiates contact with teachers and administrators to confer regarding individual cases. | Social worker is available to staff for questions and planning and provides background material when requested. | Social worker is not available to staff for questions and planning and declines to provide background material when requested. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 point) | 1 - Unsatisfactory (0 points) |
|--|---|--|--|--|
| 4c: Maintaining an effective data-management system | Social worker has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Social worker uses the system to communicate with background research. | Social worker has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. | Social worker has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Social worker's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|--|---|--|---|
| 4d: Participating in a professional community | Social worker makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. | Social worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Social worker's relationships with colleagues are cordial, and social worker participates in school and district events and projects when specifically asked to do so. | Social worker's relationships with colleagues are negative or self-serving, and social worker avoids being involved in school and district events and projects. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|---|---|---|--|
| 4e. Engaging in professional development | Social worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. | Social worker seeks out opportunities for professional development based on an individual assessment of need. | Social worker's participation in professional development activities is limited to those that are convenient or are required. | Social worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills. |

Points

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|--|--|--|---|
| 4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality | Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. | Social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Social worker is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Social worker displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. |

Points

#REF!

Total

Instruction

Exhibit - Staff Computer and Network Use Agreement

School District computer users are expected to act in a responsible, ethical, and legal manner, in accordance with district policy and the laws of the state and the United States. This Agreement does not attempt to state all required or proscribed behavior by users.

The computers and network are provided for the purpose of education or research and will be used in accordance with the district's stated educational goals only, and they are to be used by authorized individuals only. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring.

It is possible for all users of the Internet to access information that is inappropriate. Although the district has taken reasonable steps to ensure that the Internet connection is used only for purposes consistent with the curriculum and that inappropriate sites as defined by the Children's Internet Protection Act are filtered, the district or school cannot entirely prevent the availability of inappropriate material elsewhere on the Internet.

It is possible that a determined user may make use of computer resources for inappropriate purposes. Deliberate misuse of the computer network or the Internet may result in disciplinary action as outlined in the Computer and Network Use Policy.

I, _____
Employee's Name (please print)

have read the Computer and Network Use Policy, understand it, and agree to adhere to the principles and procedures detailed within. I understand and accept the conditions stated above and release from any liability the Kankakee School District #111, its employees, agents and School Board Members.

I understand that I'm expected to use good judgment and follow the guidelines of the Computer and Network Use Policy. Should I breach the policy guidelines, I understand that I may lose privileges on the Kankakee School District computer network and may be subject to other disciplinary action and/or appropriate legal action. The signature at the end of this document is legally binding and indicates the party who signed has read the terms and conditions carefully and understands their significance.

Employee Signature

Date

(May 28, 1996)
Rewritten - June 2009



Instruction

Exhibit - Student Computer and Network Use Agreement

School District computer users are expected to act in a responsible, ethical, and legal manner, in accordance with district policy and the laws of the state and the United States. This Agreement does not attempt to state all required or proscribed behavior by users.

The computers and network are provided for the purpose of education or research and will be used in accordance with the district's stated educational goals only, and they are to be used by authorized individuals only. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring.

It is possible for all users of the Internet, including your child, to access information that is intended for adults. Although the district has taken reasonable steps to ensure that the Internet connection is used only for purposes consistent with the curriculum and that inappropriate sites as defined by the Children's Internet Protection Act are filtered, the district or school cannot entirely prevent the availability of inappropriate material elsewhere on the Internet.

It is possible that a determined user may make use of computer resources for inappropriate purposes. Deliberate misuse of the computer network or the Internet may result in disciplinary action as outlined in the Computer and Network Use Policy.

I, _____ and _____
Parent Name (please print) Student Name (please print)

have read the Computer and Network Use Policy, understand it, and agree to adhere to the principles and procedures detailed within. We understand and accept the conditions stated above and release from any liability the Kankakee School District #111, its employees, agents and School Board Members.

I understand that my child is expected to use good judgment and follow the guidelines of the Computer and Network Use Policy. Furthermore, I have discussed the information contained in the Computer and Network Use Policy with my child. Should my child breach the policy guidelines, I understand that my child may lose privileges on the Kankakee School District computer network and may be subject to other disciplinary action and/or appropriate legal action. The signature(s) at the end of this document is legally binding and indicates the party who signed has read the terms and conditions carefully and understands their significance.

Parent Signature

Student Signature

Date

Revised: March 26, 2007
Rewritten: June 2009



Instruction

Exhibit – Student Permission for Exposure to Animals(s)

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____ Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On _____, the following animal(s) will visit my classroom for educational purposes:

- | | | | |
|------------------------------|---------------------------------|----------------------------------|---|
| <input type="checkbox"/> Cat | <input type="checkbox"/> Bird | <input type="checkbox"/> Ferret | <input type="checkbox"/> Guinea Pig |
| <input type="checkbox"/> Dog | <input type="checkbox"/> Rabbit | <input type="checkbox"/> Hamster | <input type="checkbox"/> Reptile or amphibian |
| <input type="checkbox"/> Rat | <input type="checkbox"/> Mouse | <input type="checkbox"/> Gerbil | <input type="checkbox"/> Other _____ |

The following animals are prohibited in schools: venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians), wild or exotic animals, mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes), non-human primates, stray animals, or aggressive/unpredictable animals.

The Building Principal or designee will ensure that the District's *Guidelines for Using Animals in School Facilities* are followed. You may find these *Guidelines* in the school office. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and appropriately dispose of animal waste. Under no circumstances are students allowed to clean cages or handle animal waste.

Please complete and return this form to me by _____. If you have any questions or concerns, please feel free to contact me at _____.

To Be Completed by Parent/Guardian:

- ☐ I do permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.
- ☐ I do not permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

ILLINOIS STATE BOARD OF EDUCATION
Accountability Division
100 North First Street, E-310
Springfield, Illinois 62777-0001

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| STUDENT IDENTIFICATION NUMBER (9-digits) | | | | | | | | |
| | | | | | | | | |

STUDENT TRANSFER FORM

In accordance with Section 2-3.13a of the School Code, all public school districts are to provide this form to any student who is moving out of the school district to verify whether or not the student is "in good standing" and, whether or not their medical records are up-to-date and complete as defined in Section 2-3.13a. "In good standing" means that the student is not being disciplined by an out-of-school suspension or expulsion, and is entitled to attend classes, as of the date of this form. No public school district is required to admit a new student unless they can produce this form from the student's previous Illinois public school district. **This form is not to be returned to the Illinois State Board of Education. It is to be sent directly to the student's new school they will be attending.**

| | | | |
|---------------------------------------|------------------------------|--|-------------|
| NAME OF STUDENT (Last, First, Middle) | BIRTHDATE (Month, Day, Year) | GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female | GRADE LEVEL |
|---------------------------------------|------------------------------|--|-------------|

ADDRESS OF STUDENT (Street, City, State, Zip Code)

| | |
|----------------------------|--|
| NAME OF PARENT OR GUARDIAN | PARENT/GUARDIAN TELEPHONE (Include Area Code) Home _____ Work _____ |
|----------------------------|--|

ADDRESS OF PARENT OR GUARDIAN

| | |
|--|--|
| DISTRICT NAME AND NUMBER TRANSFERRING TO | NEW DISTRICT ADDRESS (City, State, Zip Code) |
| NAME OF SCHOOL STUDENT WILL BE TRANSFERRING TO | NAME OF PRINCIPAL AT NEW SCHOOL |

Please check (✓) the appropriate box.

- ☐ I hereby attest that the above student is "in good standing" and that all medical records for the above student are up-to-date and complete as of the date of this form.
- ☐ The above student's medical records are **not** up-to-date and complete as documented in the student's permanent records.
- ☐ I hereby attest that the above student is **not** "in good standing" due to a current suspension and/or expulsion from _____ until _____; but is entitled to transfer in accordance with Section 2-3.13a (105 ILCS 5/2-3.13a), unless the receiving district has, pursuant to Section 2-3.13a, adopted a policy providing that if a student is suspended or expelled for any reason from any public or private school in this or any other state, the student must complete the entire term of the suspension or expulsion before being admitted into the school district. This policy may allow placement of the student in an alternative school program established under Article 13A of this Code, if available, for the remainder of the suspension or expulsion.
- ☐ I hereby attest that the above student is **not** "in good standing" due to a current suspension and/or expulsion from _____ until _____ and is **not** eligible for transfer for knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. 8921 et seq.); for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or for battering a staff member of the school.

| | | |
|--------------------------|--------------|--|
| NAME OF PRINCIPAL | SCHOOL PHONE | COUNTY |
| DISTRICT NAME AND NUMBER | | DISTRICT ADDRESS (City, State, Zip Code) |

Date

Signature of Principal

Operational Services

Exhibit - Targeted School Violence Prevention and Threat Assessment Education

On District letterhead

Date:

To: District Staff and Parents

From: Building Principal

Re: Targeted School Violence Prevention Program

Student safety is our District's top priority. To maximize safety, the District must have a process to identify *threats* and prevent *targeted school violence*. This process is part of the Targeted School Violence Prevention Program (Program). The Program is a portion of the preparedness and response phases of the District's Safety Plan for emergency operations plans and disaster management.

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

What Is a Threat?

A threat expresses intent to harm someone or something. It may be spoken, written, or expressed in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to him/her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat. Sometimes students make threats that may seem funny or "just kidding," but sometimes a threat is very serious and/or criminal. When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell a trusted adult who can help.

What Is Targeted School Violence?

Targeted School Violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity.

What Is the Connection Between Targeted School Violence and Bullying?

The Ill. State Board of Education's School Bullying Prevention Taskforce report identifies bullying and targeted school violence as "part and parcel of the same issue: *interpersonal aggression*." In all its forms, interpersonal aggression negatively impacts students, school personnel, and communities and should be reported, investigated, and responded to with appropriate interventions.

What Can Staff and Parents Do?

Educate students about what a threat is, encourage students not to make threats or “just kidding” statements in the first place, and reiterate that seeking help to prevent someone from getting hurt or hurting another is appropriate. See 7:180 AP1, E2, *Be a Hero by Reporting Bullying and School Violence*.

- [May 12, 2014]

OFFICIAL DOCUMENT

State of Illinois - Department of Revenue

OFFICIAL DOCUMENT

Illinois Sales Tax Exemption Certificate



KANKAKEE SCHOOL DISTRICT #111

240 WARREN AVE
KANKAKEE IL 60901-4319

Sales Tax Exemption Certificate

Issue date:

01/02/2015

Expiration date:

03/01/2020

Sales Tax Exemption

E99959232

Organization type:

Governmental

This entity is authorized under the Retailers' Occupation Tax Act to purchase tangible personal property for use or consumption tax-free.



OFFICIAL DOCUMENT - DO NOT DESTROY

Exhibit

Theft, Building Damage, or Vehicle Accident Report

Date: _____

Name of School: _____

Date And Time of Incident: _____

Description of Incident: (Where, What, How): _____

Was Police Department Called: _____ Yes () No ()
(If yes, obtain and forward copy to Business Office)

Location: _____

Items Damaged & Estimated Value _____

Custodial Overtime Necessary to Clean Up: _____

If Vehicle Accident, Other Driver and Insurance Company: _____

[Submit Report to Business Office]

(September 1997)

(Signature)

■

General Personnel

Exhibit - Telephone Reference Check

Applicant: _____

Position Applied For: _____

Company Contacted: _____ Telephone: _____

Person Contacted: _____ Title: _____

Dates of Employment: From: _____ To: _____

Salary: _____

What was your relationship with this applicant?

What were applicant's job title and duties:

How would you compare him/her with others doing the same or similar work?

Ability to get along with others?

Attendance/Punctuality

Reason for leaving?

Would you rehire? Yes ☐ No ☐ If no, why not?

On a scale from one (1) to five (5) with one being the lowest, how would you rate the applicant's ability to:

| ABILITY | RATING | COMMENT |
|------------------------------|--------|---------|
| Accept Responsibilities | | |
| Follow Directions | | |
| Take Suggestions & Criticism | | |
| Follow Through | | |
| Use Own Initiative | | |
| Demonstrate Ingenuity | | |

Comments:

Reference checked by:

Signature

Date

[November 1997]



Domain 1: Therapeutic Specialists: Planning & Preparation

1a: Demonstrating knowledge

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|--|---|--|---|
| 1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate and/or license | Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate and/or license. | Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate and/or license. | Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. |

Points

1b: Establishing goals

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|---|---|--|--|
| 1b: Establishing goals for the therapy program appropriate to the setting and the students served. | Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. | Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. | Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. |

Points

1c: Demonstrating knowledge of regulation and guidelines

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|--|---|--|
| 1c: Demonstrating knowledge of resources, both within and beyond the school and district. | Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. | Specialist demonstrates thorough knowledge of special education laws and procedures. | Specialist demonstrates basic knowledge of special education laws and procedures. | Specialist demonstrates little or no knowledge of special education laws and procedures. |

Points

1d: Demonstrating knowledge of resources

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|---|--|--|
| 1d: Demonstrating knowledge of government, community, and district regulations and resources. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Specialist demonstrates thorough knowledge of resources for students available through the school or district. | Specialist demonstrates little or no knowledge of resources for students available through the school or district. |

Points

1e: Planning the therapy program

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|--|---|--|---|
| 1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual | Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. | Specialist has developed a plan that includes the important aspects of work in the setting. | Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. |

Points

1f: Develop a plan to evaluate therapy program

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|---|--|---|
| 1f: Developing a plan to evaluate the therapy program | Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. | Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Specialist has a rudimentary plan to evaluate the therapy program. | Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. |

Points

Domain Total #REF!

Domain 2: Therapeutic Specialists: The Environment

2a: Establishing rapport

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
|---|--|---|--|---|--------|
| 2.a: Establishing rapport with students | Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. | Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. | Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. | Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center. | |

2b: Organizing time

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
|---------------------------------|---|---|---|--|--------|
| 2b: Organizing time effectively | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. | Specialist exercise good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | |

2c: Establishing and maintaining procedures

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
|---|--|--|--|--|--------|
| 2c: Establishing and maintaining clear procedures for referrals | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Specialist has established procedures for referrals, but the details are not always clear. | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. | |

2d: Establishing standards

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
|---|--|--|---|--|--------|
| 2d: Establishing standards of conduct in the treatment center | Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self monitoring of behavior. | Standards of conduct appear to have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. | |

2e: Organizing Physical Space

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) | Points |
|---|---|---|--|---|--------|
| 2e: Organizing physical space for testing of students and providing | The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. | The testing and treatment center is well organized; materials are available when needed | The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed | The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available. | |

Domain Total

Domain 3: Therapeutic Specialists: Delivery of Service

3a: Responding to referrals

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|---|--|---|
| 3.a: Responding to referrals and evaluating student needs | Specialist is proactive in responding to referrals and makes highly competent assessments of student needs. | Specialist responds to referrals and makes thorough assessments of student needs. | Specialist responds to referrals when pressed and makes adequate assessments of student needs. | Specialist fails to respond to referrals or makes hasty assessments of student needs. |

Points

3b: Developing and implementing treatment

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|--|--|---|---|
| 3.b: Developing and implementing treatment plans to maximize student's success | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related | Specialist's plans for students are suitable for them and are aligned with identified needs. | Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs | Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments |

Points

3c: Communicating with families

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|----------------------------------|--|--|---|--|
| 3.c: Communicating with families | Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. | Special communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | Specialist's communication with families is partially successful; permission are obtained, but three are occasional insensitivities to cultural and linguistic traditions | Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner |

Points

3d: Collecting information

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|--|---|---|---|
| 3.d:Collecting information; writing reports | Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. | Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. |

Points

3e: Demonstrating Flexibility and Responsiveness

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|--|--|--|--|
| 3e: Demonstrating flexibility and responsiveness | Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input | Specialist makes revisions in the treatment program when they are needed | Specialist makes modest changes in the treatment program when confronted with evidence of the need for change. | Specialist adheres to the plan or program, in spite of evidence of its inadequacy. |

Points

Domain Total

Domain 4: Therapeutic Specialists: Professional Responsibilities

4a.: Reflecting on practice

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|----------------------------|---|--|---|---|
| 4a: Reflecting on practice | Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies. | Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. |

Points

4b: Collaborating with teachers and administrators

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|--|---|--|---|
| 4b: Collaborating with teachers and administrators | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual cases. | Specialist initiates contact with teachers and administrators to confer regarding individual cases. | Specialist is available to staff for questions and planning and provides background material when requested. | Specialist is not available to staff for questions and planning and declines to provide background material when requested. |

Points

4c: Maintaining an effective data-management system

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|---|---|---|
| 4c: Maintaining an effective data-management system | Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and | Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. | Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Specialist data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. |

Points

4d: Participating in a professional community

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|--|--|---|
| 4d: Participating in a professional community | Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. | Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. | Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. |

Points

4e: Engaging in professional development

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|--|---|--|---|--|
| 4e: Engaging in professional development | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops | Specialist seeks out opportunity for professional development based on an individual assessment of need. | Specialist's participation in professional development activities is limited to those that are convenient or are required | Specialist does not participate in professional development activities even when such activities are clearly needed for the development of skills. |

Points

4f: Showing Professionalism

| Component | 4 - Excellent (3 points) | 3 - Proficient (2 points) | 2 - Needs Improvement (1 pt) | 1 - Unsatisfactory (0 points) |
|---|---|---|--|--|
| 4f: Showing Professionalism, including integrity, advocacy, and maintaining a confidentiality | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public, and advocates for | Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students and does not violate norms of confidentiality. | Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. |

Points

Domain Total

Operational Services

Exhibit - Threat Assessment Documentation and Response

Below is a sample threat assessment documentation and response form. Each section contains investigation questions designed to help threat assessment teams gather information to evaluate, manage and prevent threats of violence at or related to school. School threat assessment teams should modify the questions and spacing of the form to fit their needs. Consult Board policy, 7:340, *Student Records*, for appropriate recordkeeping procedures for placement of this information in the student's temporary record. Adapted from Cornell, D., Sheras, P., (Sopris West 2006). *Guidelines for Responding to Student Threats of Violence*, p. 110.

| | |
|---|-------------------------------|
| _____ Your name | _____ Title |
| _____ Student who made threat | _____ School |
| _____ Date learned of threat | _____ Date threat occurred |
| _____ Threat reported by (or circle anonymous) | _____ Location of threat |

Threat type: ☐Transient ☐Serious Substantive ☐Very Serious Substantive

What student said or did to express a threat (quote student if possible, write exact content of threat):

Interview Guidelines

Interview of Student who made threat

Use interview for investigation; modify and use additional pages as needed and attach to this form.

1. Do you know why I wanted to talk with you? Tell me.
2. What happened today when you were (refer to place of incident)?
3. What exactly did you say? And what exactly did you do? (write down student's exact words)
4. What did you mean when you said/did that? (ascertain the student's motives/goals)
5. How do you think (target) feels about what you said/did? (determine whether student believes it frightened or intimidated the target of threat)

6. What was the reason you made this threat? (Find out if there is prior conflict or history to this threat, e.g., bullying between the target and the student. **Note:** Identification of bullying incidents will require an additional investigation, see policy 7:180, *Preventing Bullying, Intimidation, and Harassment*, and exhibits 7:180-AP1, E5, *Report Form for Bullying and School Violence* and/or 7:180-AP1, E6, *Interview Form for Bullying and School Violence Investigation*.)
7. What are you going to do now that you have made this threat? (*determine whether the student intends to carry out threat*)
8. Can you think of a different, more desirable and acceptable, effective way to address this conflict?

Witness Interview ☐ Target of threat or ☐ Witness to threat, but not target

Use as another component of investigation; modify and use additional pages as needed and attach to this form.

Witness name and grade/title: _____

1. What exactly happened today when you were (Refer to place of incident)?
2. What exactly did (target) you say/do? (Write down student's exact words.)
3. What do you think he/she meant when he/she said/did that?
4. How did you feel about what he/she said/did? Are you concerned he/she might really do it?
5. What was the reason he/she said/did that?

Assessment of Threat

Risk Factors for Violence of Student Who Made Threat

Use these questions when threat is substantive.

Family Dynamics

1. Does student have access to guns at home?
2. Is there evidence at home of preparations for an attack at school?
3. What is the home life of the student like?

School Dynamics

1. What do we know about the student at school?
2. Does his or her locker harbor a weapon?
3. Was the student angry or brooding when he or she made a threat?
4. What else can be learned?

Social Dynamics

1. What do we know about the student's life in the community?
2. Does he or she have a juvenile record? Criminal record? Prior station adjustments? For what?

Personal Dynamics

1. What do the student's closest acquaintances know about him or her?
2. Does the student have a fascination with violent electronic media or weapons?
3. Is the student showing outward signs of the need for mental health services?

Student Who Made Threat

Grade: _____ Gender: ☐ M ☐ F
 Race: _____
 SPED (if applicable): ☐ LD ☐ OHI ☐ MR
☐ ED ☐ Other: _____

- Y N Had or sought accomplices
 Y N Reported threat as a specific plan
 Y N Written plans/list, engaged in attack related behaviors
 Y N Repeated threat over time
 Y N Weapon mentioned or used in threat
 Y N Inappropriate interest in school attacks, attackers, mass violence, terrorism
 Y N Student's "story" consistent with actions
 Y N Student & target had prior conflict (>1 day)
 Y N Student previously bullied the target
 Y N Reported threat as a specific plan

Target of Threat

of Targets: _____
 Primary target: ☐ Student ☐ Teacher
☐ Administrator ☐ Parent ☐ Other
 Grade: _____ Gender: ☐ M ☐ F
 Race: _____
 SPED (if applicable): ☐ LD ☐ OHI ☐ MR
☐ ED ☐ Other: _____

- Y N Target witnessed threat
 Y N Target previously bullied the student
 Y N Student previously bullied by target
 Y N Concerns about student's potential to carryout act or potential for violence
 Y N Target(s) previously bullied the student

Threat Responses (Management and prevention)**Disciplinary Action**

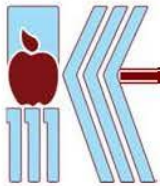
- Y N Parent conference
 Y N In school time-out
 Y N Detention (# of days): _____
 Y N Suspension (# of days): _____
 Y N Expulsion recommended
 Y N Other response

Interventions and Safety Precautions

- Y N Law enforcement consulted
 Y N Law enforcement contact with student who made threat
 Consequence of legal action (Station adjustment, supervision, conditional discharge, adjudication of delinquent minor, release into parents custody)
 Y N Student might be eligible for special education services, referred for evaluation
 Y N Student already receiving special education services, referred to IEP team for review
 Y N Student referred for 504 plan
 Y N Mental health assessment conducted by school-based staff
 Y N Mental health assessment conducted by outside agency (court, Dept. of Probation, DCFS, other psychologist)
 Y N Parents of threat target notified of threat
 Y N Conflict mediation
 Y N School based counseling
 Y N Alter student's schedule to increase supervision or minimize contact with target
 Y N Alternative educational placement (alternative school, day treatment program)

- Y N Change in transportation (bus suspension, special transportation, etc.)
- Y N Inpatient mental health services
- Y N Outpatient mental health services (counseling/therapy with outside mental health provider)
- Y N Other mental health services
- Y N Other safety precautions (*if yes, please list them.*)

■ [May 12, 2014]



Title I



Curriculum Design Justification Form

School _____ Dates for Designing: _____

Dates for Curriculum/Studio Writing: _____

Core Academic Area(s) being addressed:

☐ Reading/ELA ☐ Writing ☐ Math ☐ Science ☐ Social Studies ☐ Other: _____

Is requested planning reflected in the SIP? ☐ Yes ☐ No

Describe "product" that will result from planning: **Curriculum Writing will be a mandatory consecutive 4 hours a day**

Number of Teachers Participating: _____ Grade Level(s) _____

Estimated Project Budget

Estimate of Title I Budget Costs: \$ _____

Substitutes: Number of Subs Needed _____ Total Cost \$ _____

Special Activity Payroll Costs: Total Hours _____ Total Payroll Costs: \$ _____

Please submit and Agenda for the planning time with the Form.

I confirm that the following guidelines are/will be met with the requested curriculum planning:

1. Curriculum developed is above and beyond regular lesson planning.
2. An electronic copy of the product developed must be sent to the Instructional Programs Office.
3. The design is collaborative, not independent, in nature.
4. The curriculum design is "reasonable" in scope, time, and costs.
5. I will review Curriculum Design with approved rubric.
6. I have designated a time and space for Curriculum Design to occur.

Principals Signature: _____ Date: _____

Please send this form and agenda to the Instructional Programs Office at least two weeks prior to the requested curriculum planning dates.

Office Use

Date Received _____ Approved by _____ Date: _____

Professional Personnel**Exhibit - Unsatisfactory Performance Report for Substitute Teachers**

To be submitted to the Building Principal. Please print.

Substitute's name _____ ID # _____

School _____ Assignment _____

Classroom teacher's name _____ Date of substitution _____

Areas of concern with a brief explanation:

- ☐ Arrived late and/or left early _____
- ☐ Inappropriate dress _____
- ☐ Improper language _____
- ☐ Lack of classroom control _____
- ☐ Accurate records not kept _____
- ☐ Failed to provide written feedback _____
- ☐ Physical aggression against student _____
- ☐ Received parental complaint _____
- ☐ Did not follow lesson plans or routines _____
- ☐ Other _____

Reported by: ☐ Student ☐ Staff ☐ Both

In the future, please do not assign this substitute to:

- ☐ Classroom/Teacher's name _____
- ☐ Grade level _____
- ☐ Building _____
- ☐ In any capacity _____

Reporter's name (*printed*) _____

Reporter's signature _____

Date _____

Students

Exhibit - Students – Using a Photograph or Videotape of a Student

Distribute to parent(s)/guardian(s) at the time he/she registers a child for school and/or annually at the beginning of the school year.

Pictures of Unnamed Students

Students may occasionally appear in photographs and videotapes taken by school staff members, other students, or other individuals authorized by the Building Principal. The school may use these pictures, without identifying the student, in various publications, including the school yearbook, school newspaper, and school website. No consent or notice is needed or will be given before the school uses pictures of unnamed students taken while they are at school or a school-related activity.

Pictures of Named Students

Sometimes the school will want to identify a student in a school picture. For example, school officials want to acknowledge those students who participate in a school activity or who deserve special recognition.

In order for the school to publish a picture with a student identified by name, one of the student's parents or guardians must sign a consent form. Please complete and sign this form to allow the school to publish and otherwise use photographs and video recordings, with your child identified, while he or she is enrolled in this school.

I grant consent to Kankakee School District to identify a picture of my child, by full name and/or the school he or she attends, in any school sponsored material, publication, video recording, or website. This consent is valid for the entire time my child is enrolled in Kankakee School District. I may revoke this consent at any time by notifying the Building Principal.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

Pictures of Students Taken by Non-School Agencies

While the school limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer.

Developed: March 2001
Revised: October 23, 2017



Community Relations

Exhibit-Verification of School Visitation

To be completed by the parent/guardian and given to the Building Principal. Please print.

This document serves to verify that the named parent/guardian attended a school conference or classroom activity for his or her child held on the date and time indicated below.

Student

Conference/Classroom activity

Parent/Guardian name

Date/time of conference/classroom activity

Parent/Guardian signature

To be signed by the Building Principal and returned to the parent/guardian.

Building Principal signature

Date

Rewritten: March 20, 2017



General Personnel

Exhibit - Volunteer Agreement Executed by a Non-Exempt Employee

I would like to serve as a volunteer for the School District. I understand that:

1. I may **not** volunteer to perform a job that is the same or similar job for which I am employed.
2. My time and service as a volunteer are given without promise, expectation, or receipt of any form of compensation, benefits, or other remuneration for this service.
3. My volunteer services are not being performed in the course and scope of my regular employment and are not in any way required by the School District.
4. Either the District or I may terminate my volunteer services at any time for any reason. My withdrawal will not affect my continued employment with the School District.

This agreement will continue in force until terminated by either the employee or School District.

Volunteer Signature

Date

Supervisor

Date

[October 2014]

■

WC – Employee Injury Report
Insight Injured Employee Report
(Must be completed by injured employee)

Full Name: _____ SS# _____ Date of Birth: _____

Date of Injury: _____ Time of Injury: _____ AM/PM Job Title: _____

Date Reported to Supervisor: _____ What Department do you work for? _____

Primary Phone: _____ Secondary Phone: _____ Email: _____

☐ Male ☐ Female Marital Status: ☐ Single ☐ Married ☐ Divorced # Dependents: _____

Home Address: _____

Hire Date: _____ Last Day Worked: _____ Time Began Work: _____

Accident Info:

Location of Accident/Address: _____

Explain how the accident happened:

What body part was injured and how was it affected?

What were you doing when the accident occurred? _____

Is what you were doing part of your regular job duties? ☐ Yes ☐ No If No, why were you performing the duties that caused you to be injured?

Who else saw the incident? _____

To whom did you report the incident? _____

Have you received first aid or medical attention? ☐ Yes ☐ No Were you treated in the Emergency Room? ☐ Yes ☐ No

Check One: ☐ On Premise Were you hospitalized overnight as an inpatient? ☐ Yes ☐ No

☐ Outside medical assistance Has your doctor taken you off of work? ☐ Yes ☐ No

☐ Both

What did the doctor say was wrong with you? _____

Name, address, phone, and fax # (if available) of medical facility where treatment was sought: _____

Date/Time of treatment: _____ Date of next appointment: _____

Prior Workers' Compensation Claims? ☐ Yes ☐ No If yes, please explain using 2nd sheet if necessary (i.e. date, body part, injury specifics):

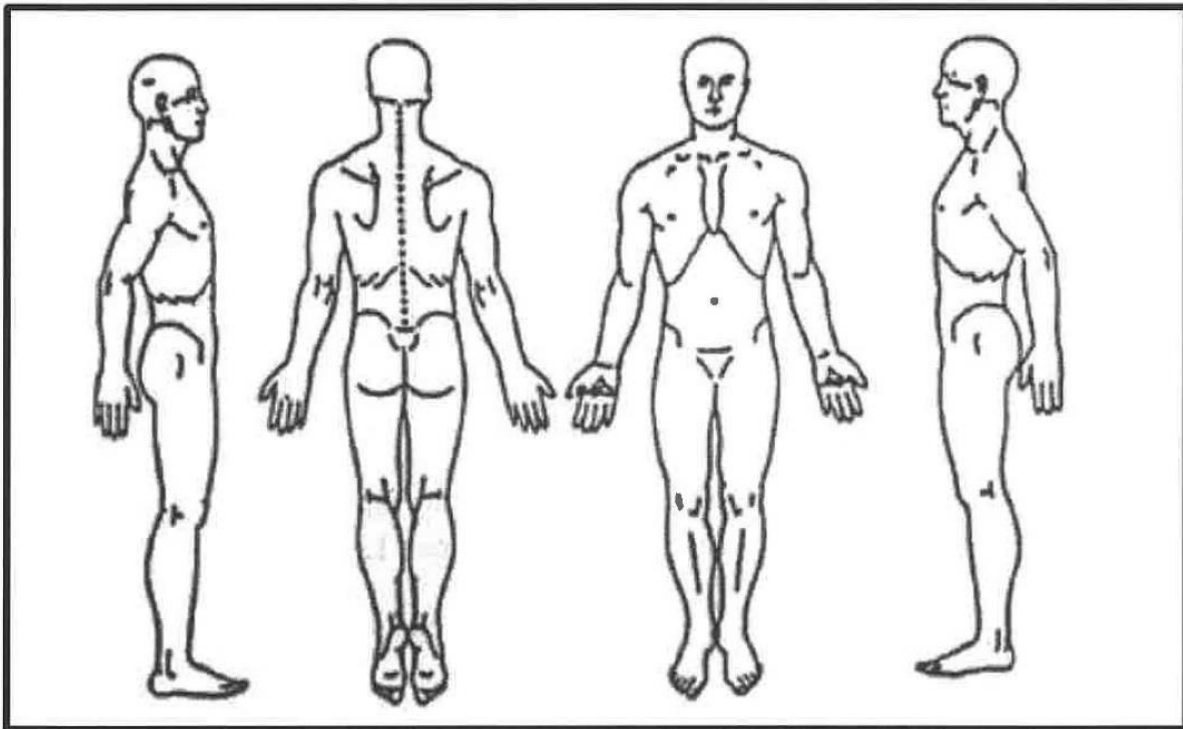
I agree that the above is true and accurate

Employee's Signature: _____ Date: _____

Kankakee School District 111
Injury Description Body Diagram Outline

Injured Employee Name: _____ Date: _____

Please indicate the part(s) of body injured by checking or circling the appropriate body diagram outline below.



Additional Comments:

Person Completing Form: _____ Date: _____



AUTHORIZATION FOR RELEASE OF HEALTH INFORMATION

| | | |
|-------------------|---------------------|-------------|
| Participant Name: | Address, City, ZIP: | Birth Date: |
|-------------------|---------------------|-------------|

I hereby authorize my identified health care provider(s) to release and disclose the medical information and other records listed below that may include Protected Health Information about me to IPMG Employee Benefits Services (IPMG), at 225 Smith Road, St. Charles, IL 60174. "Protected Health Information" or "PHI" includes any information that relates to (1) My past, present or future physical or mental health or condition; or (2) Health care I have received or will receive; or (3) Payment for health care I have received or will receive.

Purpose of Disclosure. All such medical information and PHI may be disclosed by verbal/oral, email, or other form of written communication to IPMG and/or individuals working on its behalf for purpose of informing them of my medical condition and treatment, as reasonably requested for workers' compensation purposes, certification and payment of medical expenses, and discharge planning, ongoing case management, wellness service coordination, and other integrated care management services as disclosed to me by IPMG at the time of this Authorization.

The following specific information to be disclosed:

☐ All medical and billing records or any other information maintained by you (including records prepared by others that are in your possession) regarding the above listed Participant;

or only the following:

- ☐ Health Treatment ☐ Dental Treatment ☐ Vision Treatment
☐ Other _____
☐ Records related to the following treatment: _____
☐ Related to the following time period(s): _____ to _____

I understand that the records to be disclosed pursuant to this Authorization may contain records or information relating to treatment or participation in the following: Initials

- ☒ Federally assisted drug or alcohol abuse programs _____
☒ HIV Testing or HIV or AIDS Status _____
☒ Diagnosis and Treatment of Mental or Psychological Health _____
☒ Genetic testing information and/or records _____

I understand that such information is subject to special protections pursuant to state and federal laws. By my initials, I authorize the use or disclosure of such records if they are otherwise included within the scope of this Authorization

I understand that IPMG shall be authorized to use and disclose my PHI in the manner provided under applicable law, including the Health Insurance Portability and Accountability Act (HIPAA), as described in its *Notice of Privacy Rights*. I have the right to revoke this Authorization in writing, except to the extent the provider has taken action in reliance upon this Authorization. I also understand a photocopy or facsimile of this Authorization shall be considered as effective and valid as the original. I understand that I may see and copy the information described on this form if I ask for it, and that I may obtain a copy of this form after I sign it. *I understand that this Authorization is voluntary and that I may refuse to sign this Authorization.* My refusal to sign will not affect my ability to seek and receive treatment, payment for submitted claims or maintain other eligibility for any other coverage provided under my employer's employee benefit plan(s).

I understand that my Protected Health Information may also be used or disclosed for purposes of responding to the lawsuit or claim brought by me or involving me. I understand that my PHI may be made available to various parties also involved with or defending such legal action by me or involving me, and that the information, once disclosed, might no longer be subject to certain state or federal privacy protections once released.

With respect to PHI or other information provided for or by my group health plan for health benefit purposes only, this Authorization expires on the earlier of _____, 201__ or the following event: _____, but such expiration will not be effective as to records already released in reliance on the Authorization.

Signature of Participant or Personal Representative

Date

Personal Representative Section

If a Personal Representative executes this form, that Personal Representative warrants that he or she has authority to sign this form on the basis of:

- ☐ Legal Authority (Power of Attorney, etc.) Please attach documentary evidence.
☐ Parent, Guardian or other individual acting *in loco parentis*
☐ Written Designation by the Patient or Participant

WC – Supervisor Injury Report
Insight Supervisor Report
(Must be completed by injured employee Supervisor)

Injured Employee Name: _____ Today's Date: _____
Your Name: _____ Your Phone Number: _____

Relationship with injured employee: ☐ Immediate Supervisor ☐ Other Explain: _____
Date and Time of Incident: _____ Where did the accident occur? _____
What was the employee doing when the incident occurred?

What objects or substance, if any harmed the employee? _____

Did the Employee receive first aid or medical attention? ☐ Yes ☐ No ☐ On Premise ☐ Outside medical assistance
Were they treated in the Emergency Room? ☐ Yes ☐ No
Were they hospitalized overnight as an inpatient? ☐ Yes ☐ No Did the doctor take them off of work? ☐ Yes ☐ No

If treatment or first aid was given onsite, explain the type of care they received:

If treatment was given away from the worksite, list the name and address of the facility it was given:

What was the reason the employee was in the area that the accident occurred? Were they supposed to be in that area?

How did the accident occur? _____

Who else saw the accident? _____ Who did you report it to? _____
What body part(s) was injured and how was it affected? _____

What was the employee doing at the time of the accident? _____

What were the environmental conditions at the time of the accident? _____
What were the sequence of events that led up to the accident? _____

What was done immediately after the incident?

What unsafe conditions or actions contributed to the accident?

What system design and implementation problems contributed to the accident??

What actions can and will be taken to reduce unsafe conditions and actions?

I agree the above is true and accurate

Supervisor's Name (please print): _____

Supervisor's Signature: _____ Date: _____

WC – Witness Report
Insight Witness Report
(Must be completed by accident witness)

Injured Employee Name: _____

Your Name: _____ Your Phone Number: _____

Your Address: _____

Your relationship with injured employee (check one): ☐ Co-worker ☐ Other

Date/Time of Incident: _____ Today's Date/Time: _____

What was the employee doing when the incident occurred? _____

What materials, equipment or tools were involved? _____

What were the environmental conditions at the accident site? _____

What was the sequence of events that led up to the accident? _____

What was done immediately after the incident? _____

I agree the above is true and accurate

Witness Name (please print): _____

Witness' Signature: _____ Date: _____

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KANKAKEE SCHOOL DISTRICT NO. 111
~ 2019-2020 SCHOOL YEAR ~
District Benchmark Assessment Calendar



| <u>2019-2020</u> | <u>Assessment</u> | <u>Grade Level</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|--------------------|----|----|--|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|
| <table><tr><th colspan="5">August</th></tr><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr></table> | August | | | | | M | T | W | T | F | | | | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 | Teachers return August 15, 2019 School begins August 19, 2019 KIDS AIMSWeb Plus SRI MI STARS MODEL Language Screener – as needed | All K K-8 4-8 4-8 9-12 4-11 |
| August | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th colspan="5">September</th></tr><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>23</td><td>24</td><td>25</td><td>16</td><td>27</td></tr><tr><td>30</td><td></td><td></td><td></td><td></td></tr></table> | September | | | | | M | T | W | T | F | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 16 | 27 | 30 | | | | | KIDS AIMSWeb Plus SRI MI STARS | K K-8 4-8 4-8 9-12 |
| September | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 16 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th colspan="5">October</th></tr><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table> | October | | | | | M | T | W | T | F | | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | 31 | | KIDS October 16 -PSAT/NMSQT October 18 – End of 1 st Quarter | K 10-11 All |
| October | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th colspan="5">November</th></tr><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr></table> | November | | | | | M | T | W | T | F | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | Gifted Screening Nov. through Feb. | 2 |
| November | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <table><tr><th colspan="5">December</th></tr><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td></tr></table> | December | | | | | M | T | W | T | F | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | | | | AIMSWeb Plus SRI MI STARS December 20 – End of 2 nd Quarter/1 st Semester | K-8 6 6 9-12 All |
| December | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <u>2019-2020</u> | <u>Assessment</u> | <u>Grade Level</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|--------------------|----|----|---|---|---|---|---|---|---|----|----|----|----|------------------------|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|
| <div>January</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table> | M | T | W | T | F | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 | ACCESS for ELLs – Jan. – Feb. Gifted testing continues | K – 12 2 |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <div>February</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr></table> | M | T | W | T | F | | | | | | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | ACCESS continues through Feb. | K-12 |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>March</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td></tr></table> | M | T | W | T | F | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | | | | March 15 – end of 3 rd Quarter ISA IAR DLM begins March through May | 5, 8, 11 3-8 |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>April</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr></table> | M | T | W | T | F | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | | ISA IAR SAT April 14, 2020 PSAT9 & PSAT10 – April 14, 2020 DLM continues through May | 5, 8, 11 3-8 11 9, 10 |
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| 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>May</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr></table> | M | T | W | T | F | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | AIMSWeb Plus SRI MI Algebra Readiness STARS AP Finals May 28, 2020 – end of 4 th Quarter/Second Semester | K-8 4-8 4-8 4-8 9-12 9-12 All |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>JUNE 2018</div> <table><tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr></table> | M | T | W | Th | F | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | Gifted Re-testing-June | 3, 4, 5 | | | | | | | | | | | | | | | |
| M | T | W | Th | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Attendance Procedures - Learning Anywhere Anytime

E learning days allow students be counted as present for school if they meet certain criteria. Students can learn anywhere and at any time.

GRADES K thru 6

13. Students are considered present for each E- Learning day.
14. Students K thru 6 have up to two weeks from the date of the E-Learning Day to turn in their work and continue with a clear day of attendance.
15. Teachers at the end of the two-week period will mark the student absent if the packets have not been turned in.
16. If a child participated in E-Learning you do nothing to their attendance record. You leave it blank the same as if they were in the building on that particular school day.

GRADES 7 thru 12

10. Students in grade 7 thru 12 must log into Google classroom by 10:30 am. to be considered present.
11. If a student does not comply with this procedure, the teacher is to mark the student W (unexcused).

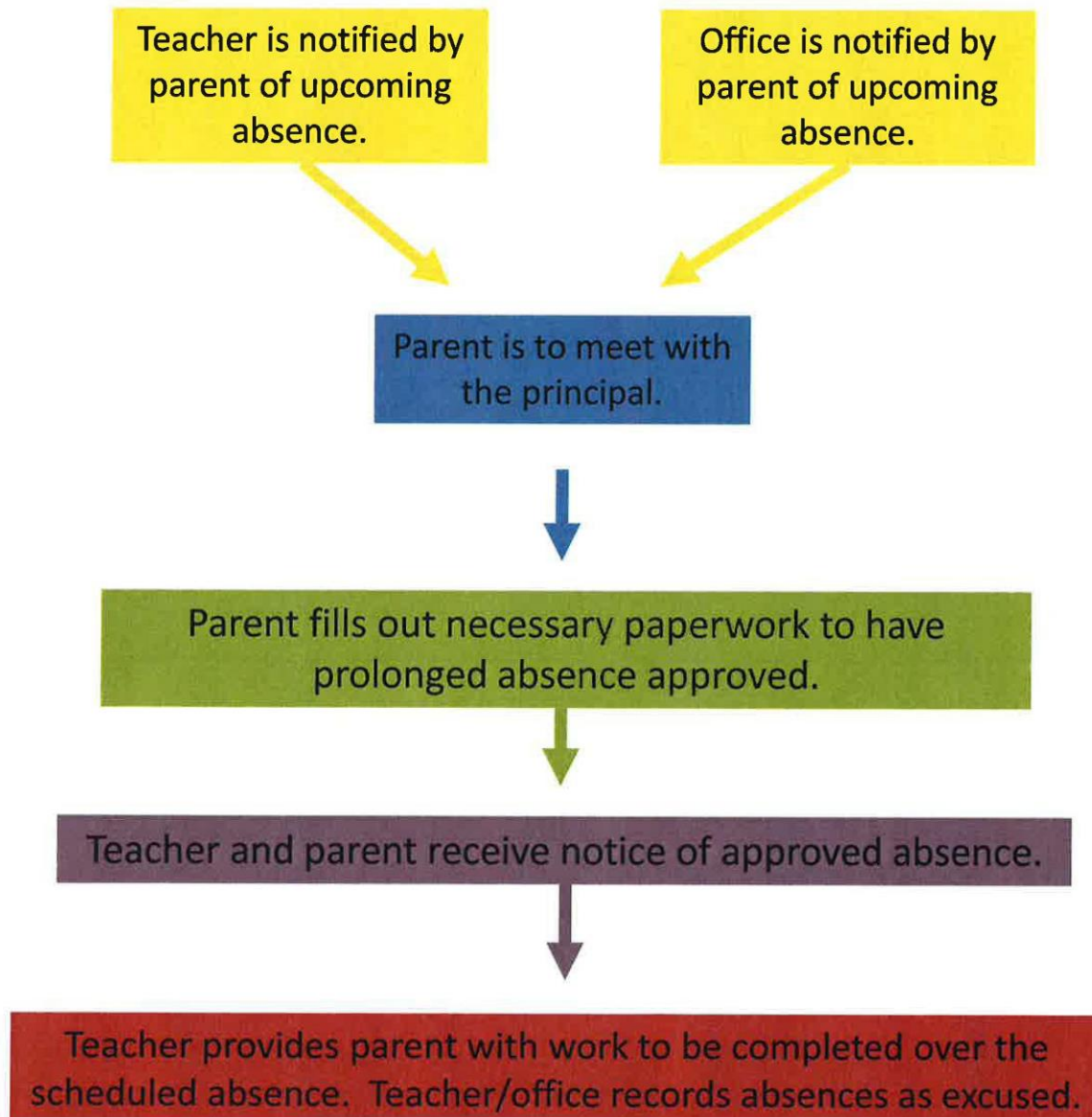
Absence Procedures - Prolonged Approved and Unapproved

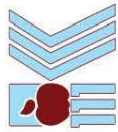
If a teacher or the school office personnel are notified of a prolonged absence of a student, the following procedures should be followed:

1. The Guardian is to meet with the Principal of the building where the child attends.
2. The Guardian is to complete the necessary paperwork called "Pre-Arranged Absence Form".
3. This paperwork is to be done 2 weeks prior to the prolonged absence.
4. The two-week period allows the teacher/teachers to provide the necessary schoolwork for the student to complete during their prolonged absence and affords the child the opportunity to learn anywhere and at any time.
5. Office personnel are to populate the days covered by the prolonged absent with a code that allows the child to not be considered absent but notifies the teachers in their gradebook that the child is in a prolonged absence approved by the Administrator and will not count in truancy. The code and reason to be used are:
 - a. **ABSENCE REASON:** **G - District Approved Prolonged Absence**
 - b. **ABSENCE REASON:** **DL – Distance Learning**
 - c. **The students attendance will look like this for the periods in the day: G-DL**
6. When the student returns to school and if the assigned work was not completed during the prolonged scheduled absence then the teacher/teachers are to notify the attendance clerk to change the attendance record on the student to an EXCUSED absence. The code to use for the change is:
 - a. **ABSENCE CODE:** **E- Excused**
 - b. **ABSENCE REASON:** **DL – Distance Learning**
7. For Unexcused Prolonged absences refer to Board Policy 7:70-R3. These are prolonged absences that the guardian has not made prior arrangements for the students absence and are considered Unexcused and should be recorded as:
 - a. **ABSENCE CODE:** **U – Unexcused**
 - b. **ABSENCE REASON:** **V- Vacation**
8. Students in grades 8-12 who have missed ten days or more during that semester (excluding suspension days) will not be excused for the vacation days. Make-up work will receive no credit and the student will receive one step on the attendance policy for the vacation days taken beyond ten days absence in the semester. Board Policy 7:70-R3

Procedure for a Scheduled Prolonged Absence

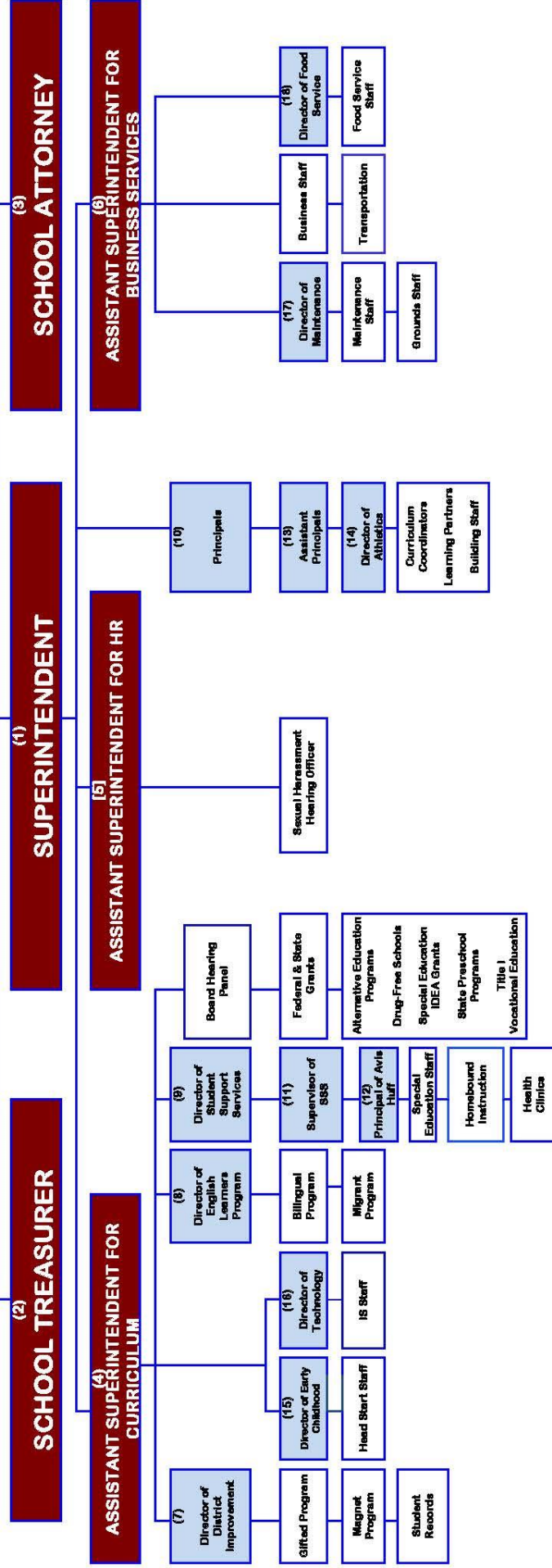
(Minimum of two week notice)





STAFF ORGANIZATION CHART 2019-2020 SCHOOL YEAR

BOARD OF EDUCATION



| | | | |
|---|---|---|--|
| <p>(1) Superintendent - Dr. Geneva A. Walters</p> <p>(2) School Treasurer - Robert Grossi</p> <p>(3) School Attorney - Franczek</p> <p>(4) Assistant Superintendent - Felice Hybert</p> <p>(5) Assistant Superintendent - Dr. Kathleen O'Connor</p> <p>(6) Assistant Superintendent - Robert Grossi</p> <p>(7) Director - Jennifer Way</p> <p>(8) Director - Ana Kasal</p> <p>(9) Director - Dr. Latonya Wilks</p> | <p>(10) Principals</p> <p>Edison - Cheryl O'Leary</p> <p>Lincoln C.C. Montessori - Kimberly Starkey</p> <p>Mark Twain - Ericka Garza</p> <p>Stauben - Ana Kasal</p> <p>Taft - Terrence Lee</p> <p>Kennedy - Cynthia Veronda</p> <p>King - Shemeka Fountain</p> <p>KJHS - George Harris</p> <p>KHS - Dr. Shari Demitrowicz</p> <p>(11) Supervisor - TBD</p> <p>(12) Avis Huff Principal - Leah Carter</p> | <p>(13) Assistant Principals</p> <p>Avis Huff - Tammy Williams</p> <p>Kennedy - Barnetta Harris</p> <p>King - Bonnie Toliver</p> <p>KJHS - Fiona Walz</p> <p>KJHS - Jacquanai Gipson</p> <p>KHS - Karen Burns</p> <p>KHS - Jennifer Hartmann</p> <p>KHS - Edith Bender-Petty</p> <p>KHS - T.J. Lee</p> <p>LCC - Chuck Hensley</p> <p>Taft - Elizabeth Gibson</p> <p>(14) Director - Ronnie Wilcox</p> <p>(15) Director - Jennifer Herring</p> <p>(16) Director - Dan Dannenberg</p> <p>(17) Director - Jim Kaplanes</p> <p>(18) Director - Dawn Botensten</p> | <p>District-Wide Responsibilities</p> <p>504 Hearing Officer - Dr. Latonya Wilks</p> <p>Bilingual Program - Ana Kasal</p> <p>Black History Program Coordinator - TBD</p> <p>Blood Borne Pathogens - Business Office</p> <p>Board Hearing Panel - Felice Hybert</p> <p>Discipline Committee (Code of Conduct) - Felice Hybert</p> <p>Homeless Coordinator - Barnetta Harris</p> <p>K-12 Fine Arts Coordinator - TBD</p> <p>Registration - Business Office & Technology Department</p> <p>Safety Program - Business Office</p> <p>Sexual Harassment Hearing Officers - Barnetta Harris & T.J. Lee</p> <p>Summer Migrant Program - Ana Kasal</p> |
|---|---|---|--|

Chronic Truancy and Absenteeism

Chronic Truancy

(As Defined by the Illinois School Report Card)

Illinois law defines “chronic truant” as a student who misses 5 percent of school days within an academic year without a valid excuse. That’s nine days of an average 180-day school year. The count of chronically truant students does not include students with **excused absences**, such as doctors’ appointments or students over the age of 16, who are not legally required to attend school. Chronic truants are at risk of academic and behavioral problems. Research shows that chronic truancy has been linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults.

9 Days in KSD111

Chronic Absenteeism

(As Defined by the Illinois School Report Card)

Illinois law defines “chronic absentee” as a student who misses 10 percent of school days within an academic year **with or without a valid excuse**. That’s 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

18 days in KSD111



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Updating the database of the Illinois Compiled Statutes (ILCS) is an ongoing process. Recent laws may not yet be included in the ILCS database, but they are found on this site as [Public Acts](#) soon after they become law. For information concerning the relationship between statutes and Public Acts, refer to the [Guide](#).

Because the statute database is maintained primarily for legislative drafting purposes, statutory changes are sometimes included in the statute database before they take effect. If the source note at the end of a Section of the statutes includes a Public Act that has not yet taken effect, the version of the law that is currently in effect may have already been removed from the database and you should refer to that Public Act to see the changes made to the current law.

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(example: HB0001)

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Search By Keyword

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(105 ILCS 5/Art. 26 heading)

ARTICLE 26. PUPILS--COMPULSORY ATTENDANCE

(105 ILCS 5/26-1) (from Ch. 122, par. 26-1)

Sec. 26-1. Compulsory school age-Exemptions. Whoever has custody or control of any child (i) between the ages of 7 and 17 years (unless the child has already graduated from high school) for school years before the 2014-2015 school year or (ii) between the ages of 6 (on or before September 1) and 17 years (unless the child has already graduated from high school) beginning with the 2014-2015 school year shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term, except as provided in Section 10-19.1, and during a required summer school program established under Section 10-22.33B; provided, that the following children shall not be required to attend the public schools:

1. Any child attending a private or a parochial school where children are taught the branches of education taught to children of corresponding age and grade in the public schools, and where the instruction of the child in the branches of education is in the English language;

2. Any child who is physically or mentally unable to attend school, such disability being certified to the county or district truant officer by a competent physician licensed in Illinois to practice medicine and surgery in all its branches, a chiropractic physician licensed under the Medical Practice Act of 1987, a licensed advanced practice nurse, a licensed physician assistant, or a Christian Science practitioner residing in this State and listed in the Christian Science Journal; or who is excused for temporary absence for cause by the principal or teacher of the school which the child attends; the

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exemptions in this paragraph (2) do not apply to any female who is pregnant or the mother of one or more children, except where a female is unable to attend school due to a complication arising from her pregnancy and the existence of such complication is certified to the county or district truant officer by a competent physician;

3. Any child necessarily and lawfully employed according to the provisions of the law regulating child labor may be excused from attendance at school by the county superintendent of schools or the superintendent of the public school which the child should be attending, on certification of the facts by and the recommendation of the school board of the public school district in which the child resides. In districts having part time continuation schools, children so excused shall attend such schools at least 8 hours each week;

4. Any child over 12 and under 14 years of age while in attendance at confirmation classes;

5. Any child absent from a public school on a particular day or days or at a particular time of day for the reason that he is unable to attend classes or to participate in any examination, study or work requirements on a particular day or days or at a particular time of day, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day. Each school board shall prescribe rules and regulations relative to absences for religious holidays including, but not limited to, a list of religious holidays on which it shall be mandatory to excuse a child; but nothing in this paragraph 5 shall be construed to limit the right of any school board, at its discretion, to excuse an absence on any other day by reason of the observance of a religious holiday. A school board may require the parent or guardian of a child who is to be excused from attending school due to the observance of a religious holiday to give notice, not exceeding 5 days, of the child's absence to the school principal or other school personnel. Any child excused from attending school under this paragraph 5 shall not be required to submit a written excuse for such absence after returning to school; and

6. Any child 16 years of age or older who (i) submits to a school district evidence of necessary and lawful employment pursuant to paragraph 3 of this Section and (ii) is enrolled in a graduation incentives program pursuant to Section 26-16 of this Code or an alternative learning opportunities program established pursuant to Article 13B of this Code.

(Source: P.A. 98-544, eff. 7-1-14; 99-173, eff. 7-29-15.)

(105 ILCS 5/26-2) (from Ch. 122, par. 26-2)

Sec. 26-2. Enrolled pupils not of compulsory school age.

(a) For school years before the 2014-2015 school year, any person having custody or control of a child who is below the age of 7 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause him to attend the public school in the district wherein he resides when it is in session during the regular school term, unless he is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1. Beginning with the 2014-2015 school year, any person having custody or control of a child

who is below the age of 6 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause the child to attend the public school in the district wherein he or she resides when it is in session during the regular school term, unless the child is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1 of this Code.

(b) A school district shall deny reenrollment in its secondary schools to any child 19 years of age or above who has dropped out of school and who could not, because of age and lack of credits, attend classes during the normal school year and graduate before his or her twenty-first birthday. A district may, however, enroll the child in a graduation incentives program under Section 26-16 of this Code or an alternative learning opportunities program established under Article 13B. No child shall be denied reenrollment for the above reasons unless the school district first offers the child due process as required in cases of expulsion under Section 10-22.6. If a child is denied reenrollment after being provided with due process, the school district must provide counseling to that child and must direct that child to alternative educational programs, including adult education programs, that lead to graduation or receipt of a high school equivalency certificate.

(c) A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic standards if all of the following conditions are met:

(1) The student achieved a grade point average of less than "D" (or its equivalent) in the semester immediately prior to the current semester.

(2) The student and the student's parent or guardian are given written notice warning that the student is failing academically and is subject to denial from enrollment for one semester unless a "D" average (or its equivalent) or better is attained in the current semester.

(3) The parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process.

(4) The student is provided with an academic improvement plan and academic remediation services.

(5) The student fails to achieve a "D" average (or its equivalent) or better in the current semester.

A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum attendance standards if all of the following conditions are met:

(1) The student was absent without valid cause for 20% or more of the attendance days in the semester immediately prior to the current semester.

(2) The student and the student's parent or guardian are given written notice warning that the student is subject to denial from enrollment for one semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester.

(3) The student's parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process.

(4) The student is provided with attendance remediation services, including without limitation assessment, counseling, and support services.

(5) The student is absent without valid cause for 20% or more of the attendance days in the current semester.

A school or school district may not deny enrollment to a student (or reenrollment to a dropout) who is at least 17 years of age or older but below 19 years for more than one consecutive semester for failure to meet academic or attendance standards.

(d) No child may be denied enrollment or reenrollment under this Section in violation of the Individuals with Disabilities Education Act or the Americans with Disabilities Act.

(e) In this subsection (e), "reenrolled student" means a dropout who has reenrolled full-time in a public school. Each school district shall identify, track, and report on the educational progress and outcomes of reenrolled students as a subset of the district's required reporting on all enrollments. A reenrolled student who again drops out must not be counted again against a district's dropout rate performance measure. The State Board of Education shall set performance standards for programs serving reenrolled students.

(f) The State Board of Education shall adopt any rules necessary to implement the changes to this Section made by Public Act 93-803.

(Source: P.A. 98-544, eff. 7-1-14; 98-718, eff. 1-1-15.)

(105 ILCS 5/26-2a) (from Ch. 122, par. 26-2a)

Sec. 26-2a. A "truant" is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

"Chronic or habitual truant" shall be defined as 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.

"Truant minor" is defined as 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.

A "dropout" is defined as any child enrolled in grades 9 through 12 whose name has been removed from the district 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.

"Religion" for the purposes of this Article, includes all aspects of religious observance and practice, as well as belief.

(Source: P.A. 96-1423, eff. 8-3-10; 97-218, eff. 7-28-11.)

(105 ILCS 5/26-2b) (from Ch. 122, par. 26-2b)

Sec. 26-2b. Any child enrolled in a public school who is unable, because of the observance of a religious holiday, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. It shall be the responsibility of the teachers and of the administrative officials of each public school to make available to each child who is absent from school because of the observance of a religious holiday an equivalent opportunity to make up any examination, study or work requirements which he has missed because of such absence on any particular day or days or at any particular time of day. No special fees of any kind shall be charged to the child for making available to such child such equivalent opportunity. No adverse or prejudicial effects shall result to any child because of his availing himself of the provisions of this Section.

The provisions of this Section shall apply only if the rules and regulations of the school board promulgated pursuant to paragraph 5 of Section 26-1 have been complied with.
(Source: P.A. 84-212.)

(105 ILCS 5/26-3) (from Ch. 122, par. 26-3)

Sec. 26-3. Teachers furnished list-Report of non-attendance-Report of persons not on list.

The clerk or secretary of the school board of all school districts except those employing district truant officers shall furnish the superintendent of schools at the beginning of the school year a list of the names and addresses of the children living in the district who come under the provisions of this Article and of persons having custody or control of such children. The superintendent shall at the opening of school and at other times when required by the regional superintendent of schools compare the list with the enrollment of the school or schools and report to the regional superintendent of schools the names of persons having custody or control of children included under the provisions of this Article who are truant or who are chronic or habitual truants for whom supportive services and other school resources have failed to correct the truant behavior and who are not in regular attendance at the public school, and the names of such children and their ages, stating in each case, if known, the cause of such absence. The report shall also contain the names of any other persons who were not enumerated in the list at the beginning of school and who have the custody or control of children not attending school. The regional superintendent shall, without delay, place such information at the disposal of the regional truant officer.
(Source: P.A. 80-908.)

(105 ILCS 5/26-3a) (from Ch. 122, par. 26-3a)

Sec. 26-3a. Report of pupils no longer enrolled in school.

The clerk or secretary of the school board of all school districts shall furnish quarterly on the first school day of October, January, April and July to the regional superintendent and to the Secretary of State a list of pupils, excluding transferees, who have been expelled or have withdrawn or who have left school and have been removed from the regular attendance rolls during the period of time school was in regular session from the time of the previous quarterly

report. Such list shall include the names and addresses of pupils formerly in attendance, the names and addresses of persons having custody or control of such pupils, the reason, if known, such pupils are no longer in attendance and the date of removal from the attendance rolls. The list shall also include the names of: pupils whose withdrawal is due to extraordinary circumstances, including but not limited to economic or medical necessity or family hardship, as determined by the criteria established by the school district; pupils who have re-enrolled in school since their names were removed from the attendance rolls; any pupil certified to be a chronic or habitual truant, as defined in Section 26-2a; and pupils previously certified as chronic or habitual truants who have resumed regular school attendance. The regional superintendent shall inform the county or district truant officer who shall investigate to see that such pupils are in compliance with the requirements of this Article.

Each local school district shall establish, in writing, a set of criteria for use by the local superintendent of schools in determining whether a pupil's failure to attend school is the result of extraordinary circumstances, including but not limited to economic or medical necessity or family hardship.

If a pupil re-enrolls in school after his or her name was removed from the attendance rolls or resumes regular attendance after being certified a chronic or habitual truant, the pupil must obtain and forward to the Secretary of State, on a form designated by the Secretary of State, verification of his or her re-enrollment. The verification may be in the form of a signature or seal or in any other form determined by the school board.

The State Board of Education shall, if possible, make available to any person, upon request, a comparison of drop out rates before and after the effective date of this amendatory Act of the 94th General Assembly.

(Source: P.A. 94-916, eff. 7-1-07; 95-496, eff. 8-28-07.)

(105 ILCS 5/26-3b) (from Ch. 122, par. 26-3b)

Sec. 26-3b. Beginning July 1, 1986, if any child enrolled in a public school in grades Kindergarten through 8 is absent from school, and there is no record that such absence is for a valid cause, as defined under Article 26 of this Code, nor notification that the absence has been authorized by the parent, legal guardian or other person having legal custody of such child, an employee or other agent, whether a volunteer or otherwise, designated by the public school in which the child is enrolled shall, within 2 hours after the first class in which the child is enrolled, make a reasonable effort to promptly telephone and notify the parent, legal guardian, or other person having legal custody of the child, of the child's absence from school. Such notification shall not be given for an absence authorized by the parent, legal guardian or other person having legal custody of such child. Prior to any enrollment of a child in a public school, the school district shall notify parents, legal guardians, or other persons having legal custody of a child, of their responsibility to authorize any absence and to notify the school in advance or at the time of any such absence, and that the school requires at least one and not more than 2 telephone numbers be given for purposes of this Section. The school district shall require that such telephone numbers be given at the time of enrollment of the child in school, which said numbers may be changed from time

to time upon notification to the school.

The requirements of this Section shall have been met by the school if notification of an absence has been attempted by telephoning the 1 or 2 numbers given the school by the parent, legal guardian or other person having legal custody of a child, whether or not there is any answer at such telephone number or numbers. Further, the requirements of this Section shall have been met if the said notification is given to a member of the household of the child's parent, legal guardian or other person having legal custody of the child, which said member of the household must be 10 years of age or older.

An employee or other agent designated by the public school who in good faith makes a reasonable effort to notify the parent, legal guardian or other person having legal custody of a child of the child's absence from school, when required by this Section, shall not, as a result of his acts or omissions, except wilful or wanton misconduct on the part of such employee or agent in attempting to comply with the notification requirements of this Section, be liable for civil damages.

(Source: P.A. 84-178; 84-682.)

(105 ILCS 5/26-3d) (from Ch. 122, par. 26-3d)

Sec. 26-3d. All regional superintendents, district superintendents, and special education joint agreement directors shall collect data concerning truants, chronic truants, and truant minor pupils as designated by the State Board of Education. On or before August 15 of each year, this data must be submitted to the State Board of Education.

(Source: P.A. 96-734, eff. 8-25-09.)

(105 ILCS 5/26-4)

Sec. 26-4. (Repealed).

(Source: Repealed by P.A. 88-50.)

(105 ILCS 5/26-5) (from Ch. 122, par. 26-5)

Sec. 26-5. Duties of truant officers.

The truant officer of the school district, whenever notified by the Superintendent, teacher, or other person of violations of this Article, or the county truant officer, when notified by the County Superintendent, shall investigate all cases of truancy or non-attendance at school in their respective jurisdictions, and if the children complained of are not exempt under the provisions of this Article, the truant officer shall proceed as is provided in this Article. The county truant officer, within the county and the district truant officers, within their respective districts, shall in the exercise of their duties be conservators of the peace and shall keep the same, suppress riots, routs, affray, fighting, breaches of the peace, and prevent crime; and may arrest offenders on view and cause them to be brought before proper officials for trial or examination.

(Source: Laws 1961, p. 31.)

(105 ILCS 5/26-6) (from Ch. 122, par. 26-6)

Sec. 26-6. List and reports in districts employing truant officers.

In school districts which employ truant officers the clerk or secretary of the school board shall at the beginning of each school year furnish a copy of the last school census to the superintendent of schools (or principal teacher) in the

district, together with the names and addresses of the truant officers in the district, and the superintendent, (or principal teacher) shall compare the census list with the enrollment of the school or schools and, from time to time, report to the proper truant officers the names and addresses of persons having custody or control of children included under the provisions of this Article who are truant or who are chronic or habitual truants for whom supportive services and other school resources have failed to correct the truant behavior and who are not in regular attendance at public schools and also the names of persons having custody or control of children who are not in regular attendance at school and whose names are not included in the census list. (Source: P.A. 80-908.)

(105 ILCS 5/26-7) (from Ch. 122, par. 26-7)

Sec. 26-7. Notice to custodian-Notice of non-compliance. If any person fails to send any child under his custody or control to some lawful school, the truant officer or, in a school district that does not have a truant officer, the regional superintendent of schools or his or her designee shall, as soon as practicable after he is notified thereof, give notice in person or by mail to such person that such child shall be present at the proper public school on the day following the receipt of such notice. The notice shall state the date that attendance at school must begin and that such attendance must be continuous and consecutive in the district during the remainder of the school year. The truant officer or, in a school district that does not have a truant officer, the regional superintendent of schools or his or her designee shall at the same time that such notice is given notify the teacher or superintendent of the proper public school thereof and the teacher or superintendent shall notify the truant officer or regional superintendent of schools of any non-compliance therewith. (Source: P.A. 93-858, eff. 1-1-05.)

(105 ILCS 5/26-8) (from Ch. 122, par. 26-8)

Sec. 26-8. Determination as to compliance - Complaint in circuit court. A truant officer or, in a school district that does not have a truant officer, the regional superintendent of schools or his or her designee, after giving the notice provided in Section 26-7, shall determine whether the notice has been complied with. If 3 notices have been given and the notices have not been complied with, and if the persons having custody or control have knowingly and wilfully permitted the truant behavior to continue, the regional superintendent of schools, or his or her designee, of the school district where the child resides shall conduct a truancy hearing. If the regional superintendent determines as a result of the hearing that the child is truant, the regional superintendent shall, if age appropriate at the discretion of the regional superintendent, require the student to complete 20 to 40 hours of community service over a period of 90 days. If the truancy persists, the regional superintendent shall (i) make complaint against the persons having custody or control to the state's attorney or in the circuit court in the county where such person resides for failure to comply with the provisions of this Article or (ii) conduct truancy mediation and encourage the student to enroll in a graduation incentives program under Section 26-16 of this Code. If, however, after giving the

notice provided in Section 26-7 the truant behavior has continued, and the child is beyond the control of the parents, guardians or custodians, a truancy petition shall be filed under the provisions of Article III of the Juvenile Court Act of 1987.

(Source: P.A. 93-858, eff. 1-1-05; 93-1079, eff. 1-21-05.)

(105 ILCS 5/26-8a) (from Ch. 122, par. 26-8a)

Sec. 26-8a. The petition for court action shall include the name of the truant minor, the names and addresses of persons having custody or control of the student, the dates of the truant behavior, the dates and nature of contacts or conferences with the student and the persons having custody or control of the student, and the nature of the supportive services, alternative programs and other school resources the school district provided to that child in an effort to correct that child's truant behavior.

(Source: P.A. 80-908.)

(105 ILCS 5/26-8b) (from Ch. 122, par. 26-8b)

Sec. 26-8b. When a petition is filed, it shall be set for an adjudicatory hearing within 10 days and acted upon within 30 days, subject to the provisions of the Juvenile Court Act or the Juvenile Court Act of 1987 if filed thereunder.

(Source: P.A. 85-1209.)

(105 ILCS 5/26-9) (from Ch. 122, par. 26-9)

Sec. 26-9. School officers and teachers to assist truant officers.

School officers, superintendents, teachers or other persons shall render such assistance and furnish such information as they have to aid truant officers in the performance of their duties.

(Source: Laws 1961, p. 31.)

(105 ILCS 5/26-10) (from Ch. 122, par. 26-10)

Sec. 26-10. Fine for noncompliance.) Any person having custody or control of a child subject to the provisions of this Article to whom notice has been given of the child's truancy and who knowingly and wilfully permits such a child to persist in his truancy within that school year, upon conviction thereof shall be guilty of a Class C misdemeanor and shall be subject to not more than 30 days imprisonment and/or a fine of up to \$500.

(Source: P.A. 80-908.)

(105 ILCS 5/26-11) (from Ch. 122, par. 26-11)

Sec. 26-11. Punishment for certain offenses.

Any person who induces or attempts to induce any child to be absent from school unlawfully, or who knowingly employs or harbors, while school is in session, any child absent unlawfully from school for 3 consecutive school days, is guilty of a Class C misdemeanor.

(Source: P.A. 77-2267.)

(105 ILCS 5/26-12) (from Ch. 122, par. 26-12)

Sec. 26-12. Punitive action. No punitive action including out of school suspensions, expulsions or court action, shall be taken against chronic truants for such truancy unless available supportive services and other school resources have

been provided to the student.
(Source: P.A. 85-234.)

(105 ILCS 5/26-13) (from Ch. 122, par. 26-13)

Sec. 26-13. Absenteeism and truancy policies. School districts shall adopt policies, consistent with rules adopted by the State Board of Education, which identify the appropriate supportive services and available resources which are provided for truants and chronic truants.
(Source: P.A. 84-1420.)

(105 ILCS 5/26-14) (from Ch. 122, par. 26-14)

Sec. 26-14. Truancy programs for dropouts. Any dropout, as defined in Section 26-2a, who is 17 years of age may apply to a school district for status as a truant, and the school district shall permit such person to participate in the district's various programs and resources for truants. At the time of the person's application, the district may request documentation of his dropout status for the previous 6 months.
(Source: P.A. 93-858, eff. 1-1-05.)

(105 ILCS 5/26-15) (from Ch. 122, par. 26-15)

Sec. 26-15. Truant minors. When a regional superintendent has reason to believe that a pupil is a truant minor as defined in Section 26-2a, the regional superintendent may report such pupil under the provisions of the Juvenile Court Act.
(Source: P.A. 85-1209.)

(105 ILCS 5/26-16)

Sec. 26-16. Graduation incentives program.

(a) The General Assembly finds that it is critical to provide options for children to succeed in school. The purpose of this Section is to provide incentives for and encourage all Illinois students who have experienced or are experiencing difficulty in the traditional education system to enroll in alternative programs.

(b) Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

(1) is considered a dropout pursuant to Section 26-2a of this Code;

(2) has been suspended or expelled pursuant to Section 10-22.6 or 34-19 of this Code;

(3) is pregnant or is a parent;

(4) has been assessed as chemically dependent; or

(5) is enrolled in a bilingual education or LEP program.

(c) The following programs qualify as graduation incentives programs for students meeting the criteria established in this Section:

(1) Any public elementary or secondary education graduation incentives program established by a school district or by a regional office of education.

(2) Any alternative learning opportunities program established pursuant to Article 13B of this Code.

(3) Vocational or job training courses approved by the State Superintendent of Education that are available through the Illinois public community college system. Students may apply for reimbursement of 50% of tuition costs for one course per semester or a maximum of 3

courses per school year. Subject to available funds, students may apply for reimbursement of up to 100% of tuition costs upon a showing of employment within 6 months after completion of a vocational or job training program. The qualifications for reimbursement shall be established by the State Superintendent of Education by rule.

(4) Job and career programs approved by the State Superintendent of Education that are available through Illinois-accredited private business and vocational schools. Subject to available funds, pupils may apply for reimbursement of up to 100% of tuition costs upon a showing of employment within 6 months after completion of a job or career program. The State Superintendent of Education shall establish, by rule, the qualifications for reimbursement, criteria for determining reimbursement amounts, and limits on reimbursement.

(5) Adult education courses that offer preparation for high school equivalency testing.

(d) Graduation incentives programs established by school districts are entitled to claim general State aid, subject to Sections 13B-50, 13B-50.5, and 13B-50.10 of this Code. Graduation incentives programs operated by regional offices of education are entitled to receive general State aid at the foundation level of support per pupil enrolled. A school district must ensure that its graduation incentives program receives supplemental general State aid, transportation reimbursements, and special education resources, if appropriate, for students enrolled in the program.
(Source: P.A. 98-718, eff. 1-1-15.)

(105 ILCS 5/26-17)

Sec. 26-17. (Repealed).

(Source: P.A. 97-911, eff. 8-8-12. Repealed internally, eff. 11-2-12.)

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Kankakee School District Conference Request Form Procedures

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Any faculty member attending a conference or workshop outside of the district may be asked to create a workshop to share information received at the workshop or conference. This will be part of our Micro-credentialing Program. Your proposal of the workshop should be submitted through Performance Matters upon your return from the conference.

- 1.) Complete a "Conference Request Form" (see attached) for any non-district sponsored events. Any district employee (i.e., administrator, teacher, aide, clerical, paraprofessional) attending any type of conference, regardless if there is a fee or substitute teacher/aide involved, must complete a Conference Request Form for any workshop or meeting not sponsored by Kankakee School District #111. If a workshop is sponsored by KSD 111 but held off site (i.e. KCC, Hilton, RIC) no paperwork is required. Make sure you sign the form.
- 2.) To avoid registration delays, be sure to attach a registration form or any information needed to complete online registration to the Conference Request form.
- 3.) Log onto Skyward Financial and complete your request for time off, for Professional Development. (To expedite the approval process, please enter a brief description.) Once you hit save you will automatically be directed to AESOP. Enter your sub request information in AESOP. Be sure to write down your AESOP confirmation number on your Conference Request Form. (FYI - Professional Development time off requests have two levels of approval, your principal and Instructional Programs)
- 4.) Turn the completed Conference Request Form into your building principal or director for approval.
- 5.) Forward the approved Conference Request Form with registration information to Instructional Program or Student Support Services for processing. When the Conference Request Form is received and approved by the Assistant Superintendent of Curriculum and/or the Director of Student Support Services, Instructional Program or Student Support Services will process your registration. (Only special education teachers, co-teachers, service providers and learning partners should forward their forms to Student Support Services. All others go to Instructional Programs)
- 6.) As soon as the Conference Request Form has been approved and the registration completed, Instructional Programs will approve your Time-off Request in Skyward and AESOP. (Student Support Services will send Instructional Programs paperwork processed by their office as soon as its complete so that Time-off Requests and sub requests can be approved promptly)
- 7.) Skyward will send you an e-mail that your time off request has been approved. This will service as your only notification that the conference has been approved.
- 8.) Unless traveling with a large group or out of state, travel and/or hotel arrangements are the responsibility of the conference attendee and must be approved by the building principal. When staying in a hotel, non-administrative personnel should share a room whenever possible. If multiple staff members are attending the same conference, carpooling is strongly encouraged. Group travel or out of state will be handled by Instructional Programs or Student Support Services.
- 9.) Reimbursement of travel expenses will be done after you attend the conference through Skyward Financial. Instructions on this process can be obtained at the building level.
- 10.) When the State of Illinois when through their list of approved CPDU providers many of the companies that we're previously able to issue CPDUs, lost their ability to issue CPDUs in Illinois. Instead they issue a Certificate of Completion. It is at the district's discretion to turn a Certificate of Completion to CPDUs. For this to happen a review of the conference must be submitted with a copy of your Certificate of Completion and an agenda. To keep with our **going green** initiative, we've created a form for you to complete and then upload the needed documents to our office. The form is located at <https://goo.gl/nQfc1W>.

Conference Request Form

Instructions and Processing Map

Staff Member

- Complete the Conference Request Form.
- Attached a completed registration form.
- Give to building principal or director.
- Go into Skyward to enter your Request for Absence.
- When selecting **Prof Develop-Inst Prog Approve** please enter the conference title in the description box. Please do not select **Event/Meet/Train-Non Inst Program Days** for out of district conference. The “**Event...**” selection is used for field trips, sporting events and meetings.
- Once you’ve enter your Absence Request in Skyward , if you need a sub, you will be automatically redirected to AESOP. Enter your request for a sub. Please type in the conference title in the Notes to Administrator.

Principal/Director

- Approves or denies request.
- If denied, form is returned to faculty member.
- If approved, notes account to be used on for expenses on conference request form.
- Approves Absence Request in Skyward.

General Education faculty approved Conference Request Forms are forwarded to Instructional Programs.

Student Support Services faculty approved Conference Request Forms are forwarded to Student Support

Instructional Programs

- Approves or denies request
- If denied, notifies staff member and principal.
- If approved, processes registration for event.
- Approves absence in Skyward.
- Approves absence in AESOP. Faculty member will receive an e-mail from AESOP once the absence has been approved. This will be the only e-mail the staff member will receive.
- Enters event into a Professional Development Database.

Student Support Services

- Approves or denies request.
- If denied, notifies staff member and principal.
- If approved, processes registration for event.
- Forwards a copy of the conference request form to Instructional Programs.

Instructional Programs

- Approves absence in Skyward.
- Approves absence in AESOP. Faculty member will receive an e-mail from AESOP once the absence has been approved. This will be the only e-mail the staff member will receive.
- Enters event into a Professional Development Database.

Staff Member

If the conference you attended does not issue CPDUs you can still get them through our district.

- Make sure you get a certificate of completion or a copy of the agenda while at the workshop or conference.
- Upon return go to <https://goo.gl/nQfc1W> and complete the form.
- Scan the certificate of completion or agenda.
- Upload it to the google form above.
- Instructional Programs will use this information to issue your CPDU's.

KSD 111 Out of District Conference Request Form

To request attendance at a workshop outside of the district please complete this form and attach a conference registration form. Have your principal approve the Conference Request Form, then forward it to Instructional Programs or Student Support Services. Once you receive approval of your attendance, be sure to enter your absence in Skyward. When you select Professional Development, Skyward will redirect you to AESOP if you need a sub.

| | | | |
|--|--|-------------------------|--|
| Name of Teacher/ Administrator: | | Date of Request | |
| School: | | Grade/Subject Taught | |
| Name of Conference: | | Date of Conference: | |
| Location of Conference: | | Conference Sponsor | |
| Workshop Topic (please check all that apply) | | | |

- | | | | |
|---|---|--|-------------------------------------|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Reading | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Instructional Strategies | <input type="checkbox"/> Science | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Math | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Other |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> PE | <input type="checkbox"/> Special Education | |

Any staff member attending a workshop or conference outside the district may be asked to share the information with their peers through our Micro-credentialing Program and/or Student Engagement Conference. These workshops are held outside of the normal school day. Upon return from this workshop/conference please submit your course proposal online in Performance Matters. Please see your Building Administrator with any questions.

I understand the above and agree to design a course/ training upon my return from this training.

Signature of staff member

| Cost Estimate | | Registration Information | |
|--|--------|---|--|
| <i>Travel Requests are to be completed after a conference.</i> | | <i>Please be sure to attach your completed registration form. Registrations are completed at Central Office or SSS.</i> | |
| Fees: | \$ | Date Registration Completed | |
| Lodging: | \$ | Payment Method: | <input type="checkbox"/> PO Requisition <input type="checkbox"/> P-Card <input type="checkbox"/> No Cost |
| Travel | \$ | Purchase Order/Requisition #/ name on P-Card | |
| Meals | \$ | Funding Source | |
| | | <i>Conference Requests cannot be processed without a funding source</i> | |
| Sub-Needed <i>Circle one</i> | Yes No | Program to Charge: | |
| Sub-Teacher (\$100.00/day) | \$ | Budget Account Number: | |
| Total Cost Estimate | \$ | AESOP Confirmation #: | |

Signatures:

Teacher/Administrator

Principal/Supervisor

Director of Special Education

Assistant Superintendent for Curriculum

Date received by Instructional Programs:

☐

Approved

☐

Not Approved

Skyward/AESOP Approved:

If this provider does not issue CPDU forms, be sure to get a copy of the Certificate of Completion and the agenda and complete the form found at <https://goo.gl/nQfc1W> to receive district issued CPDUs for this conference.



**International Center for
Leadership in Education**

RIGOROUS LEARNING FOR ALL STUDENTS

Data Team Leaders

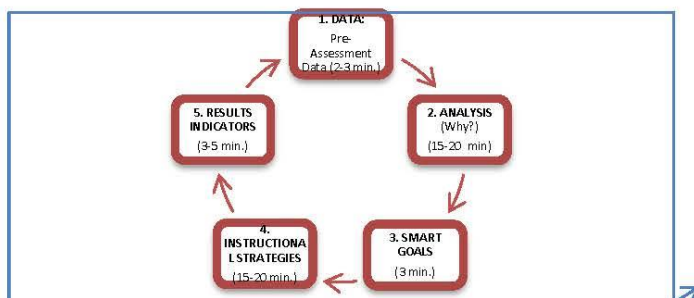
Kankakee SD

October 9, 2018

Data Teams Booster

BIG IDEAS

- Data Teams are a collaborative “response to instruction”
- Focus more on “cause data” rather than “effect data.”
 - Specifically, what are the **actions of the adults** that change student learning?
 - Note: Be careful to not focus on student activities (worksheets, etc.), but rather instructional **strategies** (adult actions that change student thinking).
- Data-teams should occur in short-cycle sessions (approx. every 2 weeks pre to post assessment).



Step 1: Assessments (pre and post)

- Be explicit about the learning goal (“un~~w~~rap” the standard, identify level of thinking/rigor) before beginning to develop the pre-assessment or the lesson.
 - Information from pre-assessments is essential to being able to inform lesson planning and differentiation. Thus, pre-assessment is non-negotiable.
 - Assessments for Data Teams should be short and focused.

Step 2: Analysis

- Analysis of WHY certain students did not meet proficiency should be precise.
 - What were the common mistakes?
 - Why were they common?
 - What pre-requisite skills are lacking?
 - Who, which sub-group?

Step 3: Goal-Setting

| Teacher | Total # Students | Proficient | Close | Far to Go | Needs Extensive | How many students that are not proficient can reach proficiency? |
|-----------|------------------|------------|-------|-----------|-----------------|--|
| Teacher A | 20 | 5 | 10 | 3 | 2 | 13 |
| Teacher B | 20 | 8 | 5 | 2 | 5 | 9 |
| Teacher C | 20 | 4 | 10 | 5 | 1 | 14 |
| Totals | 60 | 17 | 25 | 10 | 8 | 36 |

- To create goal, take number of students who are proficient (n=17) and add the number of students that are likely to be proficient (n=36), which is determined by professional judgment.

- Goal: On standard ___, proficiency will increase from 17 to 53 students (or 28% to 88%) over a 2-week instructional period.
 - View all students as “our” students.
 - Embrace transparency with your data and your instructional strategies.

Step 4: Instructional Strategies

- Data for creating lesson plans should be “fresh” (i.e., gathered within the past week).
- Once the WHY and WHO have been established, spend focused time sharing instructional strategies that address the reasons for lack of proficiency. Be precise in describing those strategies.
 - What kind of flexible grouping?
 - What type of graphic organizer?
- Data team should agree upon a specific instructional plan for all teachers to implement within their classroom. Ensure that these plans are precise and detailed.
- Make concerted effort to only spend time discussing topics that are within our “Circle of Influence.” Thus, Data Team conversations should always center around classroom issues/or instructional strategies.
- Provide students with on-going specific feedback about their learning goals and their progression toward that goal (as a class and as individuals).

Step 5: Results Indicators

- Monitoring tool for mid-course corrections
- Adult actions aligned to student outcomes (performance, results)

Logistics

- Norms should be established at the beginning of the year by each team.
- Use provided Data Teams form. Teachers submit data BEFORE THE MEETING in the shared folder.
- Do not focus on writing “pretty” minutes, etc. Provide bulleted lists of discussion points and lesson plan.
- Team members should share roles of the data team. The leader facilitates the meeting.
 - Leader
 - Recorder
 - Time keeper
 - Focus monitor

**Kankakee School District
Monitoring and Feedback
Data Team Meeting**

Please rate 4 as highest

| Steps | Observation | 1 | 2 | 3 | 4 | Evidence of Observation/Comments |
|---|---|---|---|---|---|----------------------------------|
| Structure | Norms for Date Team meetings are established and referenced prior to meeting | | | | | |
| | All team members have an identified role | | | | | |
| | <ul style="list-style-type: none"> Meetings are scheduled regularly Meeting time is uninterrupted Interim meetings are scheduled to collaborate on strategy implementation and make required adjustments | | | | | |
| | Common Formative Assessments (pre/post) are developed for unit of instruction based on “unwrapped focus standard” Assessment items are aligned to unwrapped standard | | | | | |
| Step 1: Collect and chart the data | Data is collected and in chart prior to meeting | | | | | |
| | Conversation is around digging into results rather than assessment itself | | | | | |
| Step 2: Analyze data and prioritize needs | Conversation is about strengths and obstacles and is focused on things the teachers can control | | | | | |
| | Needs are prioritized to reflect those areas that will have the greatest impact on most students | | | | | |
| | Team makes inferences asking WHY? | | | | | |
| Step 3: Establish SMART goal | Specific targeted student group is established | | | | | |
| | Measurable area of need is established and assessment to be used is identified | | | | | |
| | Achievable gains in student learning are determined based on the current performance of students | | | | | |
| | Relevant goal addresses needs of students | | | | | |
| | Time frame is established for learning and for subsequent assessment | | | | | |

| Steps | Observation | | | | | Evidence of Observation/Comments |
|---|---|--|--|--|--|----------------------------------|
| Step 4: Select Instructional strategies | Strategies describe actions of teachers that modify instructional practice | | | | | |
| | Team agrees on prioritized research-based strategies that will have the greatest impact | | | | | |
| Step 5: Determine results indicators | <p>WHEN THE TEACHER DOES.....</p> <p>(Indicators describe what the teacher will be doing when the strategy is implemented.)</p> | | | | | |
| | <p>THEN THE STUDENT WILL....</p> <p>(Indicators describe what the students will be doing when the strategy is implemented.)</p> | | | | | |

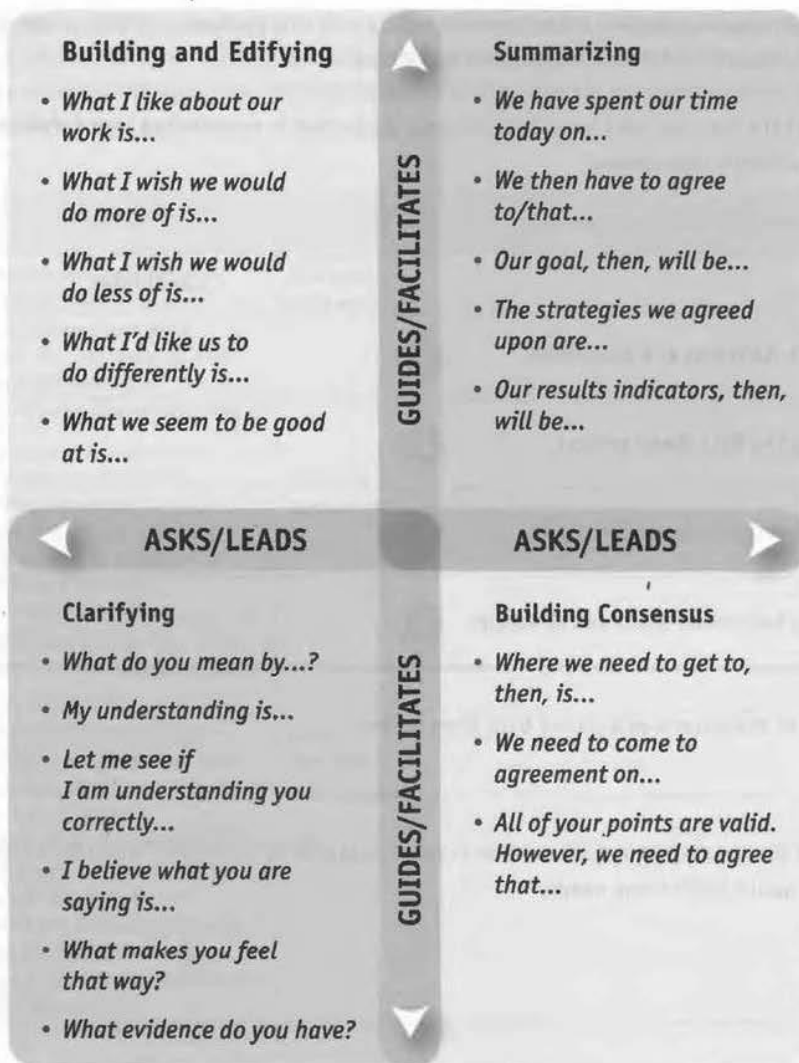
DATA TEAM ROLES

Principals cannot lead schools to make breakthrough achievement gains on their own. The support from an aligned Building-Level Data Team or instructional leadership team is crucial. The lead from each instructional team serves as the Data Team leader. Also, the Data Team leader becomes a member of the Building-Level Data Team.

Expectations for Data Team leadership roles should be established before the first meeting in which the team uses the Data Teams process to maximize the time available. In addition, the leaders should ensure that a precise schedule is established to avoid wasting valuable time. Roles can be assumed on an annual basis or can be rotated as appropriate. The following are suggested roles; many school teams come up with other roles that match their particular needs.

| Data Team Leader | Data Technician | Data Wall Curator | Recorder |
|--|--|---|--|
| Guides the team through the Data Teams process steps | <p>Gathers data from all team members</p> <p>Creates tables/charts/ graphs that represent assessment results</p> <p>Communicates results to appropriate stakeholders</p> | <p>Posts incremental assessment data</p> <p>Manages the creation of a narrative (cause information) that accompanies the numbers (effect)</p> | <p>Takes minutes of the meeting using the standard templates</p> <p>Distributes minutes to team members and appropriate stakeholders</p> |
| Timekeeper | Focus Monitor | Engaged Participant | |
| <p>Keeps dialogue focused on step in the process</p> <p>Reminds team of purpose when necessary</p> | <p>Keeps dialogue focused on step in the process</p> <p>Reminds team of purpose when necessary</p> | <p>Responsibility of all team members</p> <p>Contributes to dialogue</p> <p>Commits to decisions of team</p> <p>Respectfully poses questions</p> <p>Uses active listening</p> | |

Facilitation Roles of a Data Team Leader





Activity

Data Team Troubleshooting

It is important to start a school year thinking of ways to troubleshoot obstacles before they appear. Typically before school starts, Data Teams will work together and come up with strategies to increase effective collaboration. Many times getting the whole team involved in the troubleshooting will solve problems before they begin.

| Situation | Obstacle | How would you respond effectively? |
|--|------------------------------|------------------------------------|
| <i>I'm struggling with a member on our team. Sue won't participate in our dialogue unless pressured by her colleagues. She acts completely bored and won't contribute. Help!</i> —from Frustrated in Fort Meyers | Unengaged team member | |
| <i>When it comes to setting goals or determining instructional strategies, John refuses to listen to others and accept their input. He responds negatively and insists that his way is the only way to get results. Our meeting stress level is sky-high...help!</i> —from Stressed in Seattle | Obstinate team member | |
| <i>Help—our ears are burning! Linda is a knowledgeable and experienced teacher. She has great ideas and is always eager to contribute; however, that's the problem. She tends to control the dialogue and this is causing other members of the team to become complacent and disengaged. We value her input and don't want to shut her down, yet it's hurting the effectiveness of our team. What do we do?</i> —from Earful in El Paso | Overly talkative team member | |



Data Team Troubleshooting (continued)

| Situation | Obstacle | How would you respond effectively? |
|--|--------------------------------|------------------------------------|
| <p><i>Please help us continue down the right path. Jen is a dedicated member of our Data Team. She always contributes to our dialogue, yet her ideas are not considered "best practices" and they are not supported by research. How do we acknowledge her contributions and at the same time remain focused on strong instructional practices?</i></p> <p>—from Confused in Connecticut</p> | <p>Misinformed team member</p> | |

What additional situations might you encounter?

How can you respond to the issues in those situations?

Dealing with a team member who talks excessively

- Avoid discouraging the excessive talker.
- Encourage others to participate more.
- Set norms that give each participant a turn to talk.
- Provide an agenda with time limits for sharing/reporting—clearly state in the agenda:
“Each member will report for _____ minutes about _____.”
- Interrupt the talkative person with a reflective question targeted at someone else.
- Acknowledge the talkative person’s comment by asking someone else their thoughts on it—
“Kristin, that is interesting; Doug, what are your thoughts on that?”

Building up shy or less responsive members

- “So what do you think, Susan?”
- “Don’t hold back John—do you agree with what we’re saying?”
- “Trevor, you’re newer—maybe you have a different perspective.”
- “We have expertise here—let’s share it.”
- “I know you have talked about success in this area in your classroom.”

Dealing with individuals who aren’t pulling their weight

- “I notice you’ve been frustrated . . .”
- “Is there something I can help you with?”
- “We really need/value your input.”
- “We aren’t a team without you.”
- “We did all agree to these norms.”
- “What is it you are looking to change?”

Dealing with incorrect information

- Don’t allow it to linger to the point that it becomes accepted.
- Challenge the idea by asking the individual to share in more depth the research/actions they have taken.
- Ask a strong team member what his or her thoughts are.
- Do all these things without offending the team member, if possible, but don’t “walk on eggshells” around him or her at the expense of the team process.



Conversations vs. Meetings

DIRECTIONS: For each scenario, note whether the incident should be addressed: 1) within a Data Team meeting; or 2) away from the meeting as a personal conversation; or 3) both. Use the information about Data Team leader facilitation roles on the previous pages to support you in the decisions you make. Include your reasoning for the choices you made.

1. A team member is late for several meetings in a row—there was an emergency that arose each time. The team member fully participates in the meetings, makes contributions, and adds value to the group. However, the late arrivals have been disruptive and interrupted the flow of the meetings.

The incident should be addressed in _____ because

2. A team member occasionally arrives late to the meetings, and each time makes excuses for the late arrival. The excuses are distracting from the purpose of the meetings, causing members to lose focus, and consuming valuable time that should be devoted to the Data Teams process.

The incident should be addressed in _____ because



Activity

3. A team member often provides incorrect information about learning and instructional strategies. When politely and respectfully questioned in the past, the individual wasn't just defensive, but mean and indifferent—to the point that no one feels comfortable presenting challenges.

The incident should be addressed in _____ because

4. A team member rarely submits data on time to the Data Team leader and often suggests the assessments don't represent the actual teaching that is occurring in the classroom.

The incident should be addressed in _____ because

5. A team member who consistently submits data on the deadline has come to the last two meetings without data and now questions the validity of the assessments (since they were created by teachers—but without input from others).

The incident should be addressed in _____ because

6. A new teacher has often criticized some of the new professional development regarding instructional strategies, stating that implementing them consumes too much valuable instructional time.

The incident should be addressed in _____ because



Activity

7. A veteran team member openly admits that with just two years to go there is no point in learning this new “process” or administering the common formative assessment the team has created and agreed to use.

The incident should be addressed in _____ because

8. A team member openly refuses to administer the assessment in its entirety and often refuses to administer it at all.

The incident should be addressed in _____ because

9. A team member is consistently unable to produce data from common formative assessments by the deadline, stating that more time is needed to teach the material so all students can reach “proficient” status. However, the time allotted to teach the concepts is not an obstacle for the other team members. Contributions from this team member are always strong, but because of this team member’s lack of adherence to the timelines, the Data Teams process is compromised, as not all of the steps of the process can be implemented.

The incident should be addressed in _____ because

Employee Investigation Fact Sheet

Employees have a right to a fair and equitable investigation. A workplace investigation in a school should occur:

- Where there is suspected misconduct of a teacher, or other staff members, either through a complaint or the school's own observations
- When a grievance has been lodged within the faculty
- If an employee lodges a grievance that they have been subject to adverse action in their employment
- If a student or parent lodges a grievance about the conduct of a teacher or other staff member

The process for conducting investigations must be:

- Timely
- Fair
- Unbiased

Steps for conducting a workplace investigation:

- Alert Human Resource of a situation
- Respond to situation in a timely manner
- Review District policies and contract language related to incident

What is the scope of the investigation?

- The investigation should have two clear outcomes- did the alleged conduct occur, and if so, what is the appropriate course of action or sanction to follow? The investigation should be confidential, and conducted efficiently and promptly, to limit the period of stress and uncertainty for those involved and to ensure procedural fairness.

A meeting should be held with the employee and their union representative to share the allegations.

An employee should be given due process which is giving them an opportunity to respond to the allegations. Their response should be in writing and signed/dated by the employee.

If additional interviews are needed, the employees should have union representation (if appropriate) and put their statement in writing, signed and dated.

A summary of the investigation should be sent to the Human Resource office (if necessary) and should include the following:

1. Evidence collected
2. Facts
3. Recommendations moving forward

The decision for consequences should include:

1. Upslope results
2. The investigation report
3. Any response to that report from the employee
4. Contractual language
5. District policies

The decision should be communicated to the employee both in writing and in person with union representation present. It should clearly set out the basis for the decision by referencing the factual findings, the relevant documents, policies, and why, based on those documents, the decision has been made. The decision about any consequence should be shared at the same time.

If information is going in the employee's personnel file, it should be noted in the above documentation.

Supervisor and employee must both sign off and date correspondence to confirm receipt. (Doesn't mean they are agreeing to content).

Enrollment Procedures After School has Started

1. Make sure the appropriate code is used when exiting (04 is between buildings). This is to insure proper reporting to the State.
2. Students **MUST** have a schedule for State reporting purposes for enrollments in each building of attendance. When moving a student now that school has started **NEVER DELETE** the Schedule but end the schedule using the day after the exit withdrawal date.
3. Withdrawal dates and Enrollment dates **MUST NOT OVERLAP**. If they overlap, you will get a more than 100% enrolled message. Do not ignore that. Check the student record to see what date was used by the other entity for their withdrawal. **The dates should ALWAYS be CONSECUTIVE**. If you look at the student's record in the 000 entity, you will see the information.
4. Students that have not shown up yet are to be marked absent.
5. If a student is being withdrawn and leaving the district you must remember to enter in the comments where the student is going. This is especially important at the High School Level. This information is vital for tracking down students for High School State Reports when needed. In the comment area enter it as: Name of School, City, State.
6. Schedules for students **MUST** always have the course effective date **match their date of enrollment**. Schedules and Attendance are connected for extracting attendance for State Reporting.

EVERY STUDENT SUCCEEDS ACT (ESSA)

ESSA Implementation Resources for Educators



ESSA Title II and Support for Educators

Frequently asked Questions

Educators and policymakers are now beginning to work on implementing the Every Student Succeeds Act (ESSA). The new law supports the learning and development of educators in enhancing their capacity to help students succeed and includes new provisions aimed to help educators grow. See below for answers about the educator professional development activities and funding in Title II.

1. What happened to the definition of “highly qualified teacher” (HQT)?

Beginning in the 2016–17 school year, the HQT requirements will be eliminated.

2. How does ESSA ensure that all educators are properly credentialed and students have access to high-quality instruction?

ESSA maintains the requirement that teachers and paraprofessionals working in Title I schools meet state certification and licensure requirements. “Equitable distribution” of educators also remains in the new law, requiring states to ensure that students in Title I schools are not subject to “ineffective” (formerly known as “unqualified” under NCLB) educators more frequently than students in non-Title I schools.

3. How does ESSA change the definition of professional development?

ESSA eliminates NCLB’s definition of “core academic subjects”, thus expanding the allowable use of Title II funds for professional development to include teachers of every subject as well as all other school staff, from principals to librarians to paraprofessionals. It also recognizes that educators learn best when they can collaborate and immediately apply what they learn by explicitly requiring ongoing job-embedded activities that improve instruction. ESSA also supports educators as leaders by creating a few new programs (see question five) designed to build and reward the leadership capacity of teachers.

4. What Title II programs does ESSA maintain?

- **Teacher Quality Partnership Grants:** provide competitive funding to states; intended to improve the quality of new teachers by creating partnerships among institutions of higher education and high-need districts.
- **Teacher and School Leader Incentive Grants** (formerly the Teacher Incentive Fund): provide competitive grants to states, districts, and partnerships with nonprofit organizations; focus on funding performance-based programs, or human capital management systems.
- **Supporting Effective Educator Development (SEED) Grants:** provide competitive funding to national nonprofit organizations and districts for projects to recruit, select, prepare, and provide professional development for teachers or school leaders.
- **School Leader Recruitment and Support** program (formerly the School Leadership program): provides competitive grants to districts; designed to enhance educator preparation programs and encourage collaboration between schools of educator preparation and high-need districts.

E-mail us at gr@ascd.org or visit www.ascd.org/gr for information about ASCD’s Government Relations resources and work.

Join the educator advocacy discussion on Twitter using [#ASCDgr](https://twitter.com/ASCDgr) and follow [@ASCD](https://twitter.com/ASCD) for education policy news and information.



EVERY STUDENT SUCCEEDS ACT

5. Does ESSA create any new professional development opportunities for educators?

Yes, ESSA allows states to create new teacher, principal, and school leadership academies to help meet the need for educators in high-need schools. Additionally, ESSA allows funds to be used for:

- New teacher residency programs to enhance clinical training opportunities for teachers.
- New STEM Master Teachers Corps to help train, recruit, and retain teachers in the fields of science, technology, engineering, and math.
- New American history and civics program to provide enhanced learning opportunities for teachers of those disciplines.

6. Does ESSA help support recruitment of teachers?

Yes, it allows states to create consortia to develop processes that enable recruitment across state lines so that teachers who are certified and licensed to teach in one state can be hired in other states. Recruitment efforts can also be supported with federal funds from the School Leader Recruitment and Support program mentioned above.

7. What requirements do professional development programs have to meet?

Under ESSA, professional development programs and activities must be “evidence-based,” as opposed to the more demanding “scientifically-based” requirement under NCLB. This means these programs have demonstrated a record of success and there is reliable, trustworthy, and valid evidence to suggest the program is effective.

8. Are there any changes to how professional development activities are funded?

Title II dollars continue to be allocated to states by formula. Under ESSA, there will be a shift away from an allocation formula that rewards communities with higher populations to a formula that rewards communities with higher percentages of families living in poverty. After a four-year phase-in period, 80 percent of funds will be allocated to higher-poverty districts and 20 percent will be allocated to those with larger populations.

9. Are educator evaluations required under ESSA?


No, the law does not require educator evaluations. It does stipulate, however, that if Title II funds are used to create or improve school district evaluation systems, educators must be evaluated “in part” on student achievement, and their evaluations must be based on multiple measures, such as observations and student surveys.

10. Title II funding for professional development is the only funding some states receive to support educators. Does ESSA allow these funds to be used on other activities?

Historically, states and districts have been able to transfer up to 50 percent of their Title II funds to Title I. This transferability option was expanded under ESSA to allow all—100 percent—of their Title II funds to be moved to Title I. States and districts are also allowed to transfer 100 percent of their Title IV allocation into Title I, and funds can be moved between Titles II and IV (well-rounded programs and activities). However, while funds can be transferred into Title I, money cannot be moved out of Title I into another title.




**Kankakee School District #111
Performance Evaluation Plan
2019-2020**




Purposes of Evaluation

- Promotes student learning through the highest quality of teaching, which includes a commitment to continuous professional development, shared understanding of learning (professional growth) and collective inquiry.
- Develops each individual's capacity for professional contribution to the team, building and district levels
- Supports KSD #111 culture, vision and mission



Purposes of Evaluation

- Supports teacher growth through a formative process within clearly defined expectations, collaborative inquiry and examination of practice
- Builds and fosters collaborative relationships among teachers and administrators
- Validates the hiring/selection process during the probationary (non-tenure) period



Danielson's Framework for Teaching and Performance Matters

- Enhancing Professional Practice: A Framework for Teaching, 2013 Edition, by Charlotte Danielson is the basis for the Kankakee Performance Evaluation Plan.
- This framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching
- Performance Matters is an online tool allows teachers to upload evidence, input SLO's goals and view completed observations from administrators.


Rubric & Charlottee Danielson

| Rubric for 1a: Demonstrating Knowledge of Content and Pedagogy | | | |
|--|--|--|--|
| EXCELLENT | PROFICIENT | NEEDS IMPROVEMENT | UNSATISFACTORY |
| Teacher's plans and practice demonstrate extensive knowledge of important concepts and how these relate to one another and to other disciplines. There is an accurate understanding of prerequisite relationships that link to necessary cognitive structures for student learning, and a wide range of pedagogical practices that reflect current pedagogical knowledge. Teacher anticipates student misconceptions. | Teacher's plans and practice display a solid knowledge of important concepts and the relationships to one another. There is an accurate understanding of prerequisite relationships and knowledge of a wide range of effective pedagogical practices that reflect current pedagogical knowledge. | Teacher's plans and practice indicate familiarity with important concepts, but little awareness of how they relate. Teacher practices some prerequisite relationships limited effectiveness. | Teacher's plans and practice contain content errors or uncorrected student errors. Teacher's |
| <div> <div> Domain 1: Planning and Preparation <ul style="list-style-type: none"> 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments </div> <div> Domain 2: Classroom Environment <ul style="list-style-type: none"> 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space </div> <div> Domain 3: Instruction <ul style="list-style-type: none"> 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness </div> <div> Domain 4: Professional Responsibilities <ul style="list-style-type: none"> 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in the Professional Community 4e Growing and Developing Professionally 4f Demonstrating Professionalism </div> </div> | | | |

PERA- Performance Evaluation Review Act and SLOs


- Includes multiple measures of student growth and professional practice
- Evaluations based on standards of effective teaching, with evaluators trained and pre-qualified to conduct observations, collect evidence, and provide helpful feedback in a timely way.

You will have 1 SLO with at least 2 Assessment Measures.




PROFESSIONAL PRACTICE LEVELS of PERFORMANCE

- These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system found in the Performance Evaluation Plan
- **"Excellent"** refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Classroom functions as a community of learners with student assumption of responsibility for learning.
- **"Proficient"** refers to successful, professional teaching that is consistently at a high level. Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning. This is successful, accomplished, professional, and effective teaching.
- **"Needs Improvement"** refers to teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent. Teaching shows evidence of knowledge and skills related to teaching, but performance may be inconsistent due to lack of experience.
- **"Unsatisfactory"** refers to teaching that does not convey an understanding of the concepts underlying the component. This level of performance is doing harm in the classroom. Teaching shows evidence of not understanding the concepts underlying the component. This may represent practice that is harmful, and this situation requires intervention.




Provider Evaluations

- Provider evaluations have different numbers of components but the method of calculation will be the same as it is for teachers.



Self-Evaluation:

- Is optional
- We encourage you to complete and discuss with your evaluator







Tenured Teachers

- Minimum of 5 observations (at least 1 Formal and at least 4 Informal)
- 2 Informals will be held before mid-point and two after the mid-point conference
- Formal can occur before or after midpoint conference
- 1 Evaluation rubric will be written incorporating the information from all observations and the score of the rubric will determine the Professional Practice portion of the evaluation

- Evaluation cycles are 2 years long with the second consecutive year the formal evaluation year.
- Teachers are encouraged to collect evidence during both years but observations are only scheduled during the evaluation year.
- **Evidence is collected, sorted and shared after each observation. It is scored (projected score) for the midpoint conference. A final score is given at the Summative Evaluation.**





| Tenured Evaluation Timeline | | |
|---|--|---|
| DEADLINE | PROCESS | FORMS |
| First day of school for students (23 IAC 50.30) | Teachers who will be evaluated are notified and provided access to their evaluation rubric and this manual explaining the process. Access to Performance Matters will be provided by September 15 th . | All forms visible in Performance Matters Evaluation instruments posted on the KSD Website under Departments > HR > Documents This manual |
| September 15 th | Evaluation Cycle Begins | |
| By October 15 th | Student Growth Conference: Evaluator and teacher collaborate to finalize SLOs | SLO Form in Performance Matters |
| | A minimum of one formal and a minimum of four informal observations will be conducted. * Two informal observations will occur before the midpoint conference and two will occur after the midpoint conference. The formal observation, which can be held any time during the year, will be preceded by a pre-conference and followed within ten days by a reflective post-conference. The Teacher Evaluation form is written by the evaluator and "Submitted" in Performance Matters at least 24 hours before the final post conference. | Pre-Conference Form (optional) Conversation Starters (optional) Reflective Conversation Form (optional) Teacher or Provider Performance Evaluation |

| Tenured Evaluation Timeline | | |
|---|--|---|
| By February 15 th | Midpoint conference: Teacher presents data regarding student growth measures, SLO can be adjusted at the midpoint but not afterward. Each item on the evaluation is scored by this time so teachers can see a projected score | Midpoint Conference Form (required) |
| By the last day of school | All evidence and SLO must be submitted. Final Summative Conferences are held for teachers and by administrators who plan to not return in the fall | |
| By September 14 th of the following year (However, if the evaluation is being conducted after a PDP or Remediation plan, or the evaluator or teacher is leaving, the evaluation must be completed before the Feb. deadline from HR*) | Final Summative Evaluation Conference is held, incorporating evidence provided by the teacher, teacher attendance, strengths and areas for improvement, evidence from other administrators, student growth data, etc. Ratings are determined for Teacher Practice and Student Growth. Final summative rating is determined. Evaluation Rubric is "Confirmed" in Performance Matters, after which no changes can be made. | Teacher or Provider Performance Evaluation Summative Rating form |





Tenured Evaluation Timeline





- "For each tenured teacher who received a "needs improvement" or "unsatisfactory" performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the "needs improvement" or "unsatisfactory" rating was assigned, of which two must be formal observations." (23 IAC 50.120 § C(1))
- "Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher. A) In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the qualified evaluator should focus during the observation. B) The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable." (23 IAC 50.120 §4

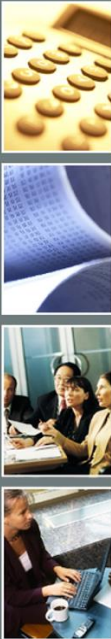





Non- Tenured Evaluation Timeline- Evaluated every year

- A minimum of 3 observations (at least 2 Formal and at least one Informal
•1 Evaluation rubric will be written incorporating the information from all observations and the score of the rubric will determine the Professional Practice portion of the evaluation
- Evaluations for new teachers start on the first day of school and end by deadline from Human Resources (usually February).
- Teachers returning to our District can submit evidence from February of the previous year, so their evaluation cycle is a full year.


| | | | |
|---|---|--|--|
|     | <h2>Non- Tenured Evaluation Timeline</h2> | | |
| | First day of school for students (23 IAC 50.30) | Teachers are notified and provided access to their evaluation rubric and this manual explaining the process. . | All forms visible in Performance Matters Evaluation rubric posted on the KSD Website under Departments > HR > Documents This manual |
| | By October 15th | Student Growth Conference: Evaluator and teacher collaborate to finalize SLOs | SLO Form |
| | | At least 2 formal observations are conducted, preceded by pre-conferences and followed by post conferences. Teacher provides evidence for Domains 1 and 4 and self-reflection. At least one informal observation is conducted and followed by a post-conference. It must be 30 minutes or longer The evaluation rubric is written by the evaluator and "submitted" in Performance Matters at least 24 hours before each post-conference. | Pre-Conference Form (optional) Conversation Starters (optional) Reflective Conversation Form (optional) Teacher or Provider Evaluation Rubric |
| | By November 15 th | Midpoint conference: Teacher brings information on student growth. Changes in SLO can be made if agreed between administrator and teacher. If scores indicate a teacher may be rated "Needs Improvement" or "Unsatisfactory", evaluator notifies teacher immediately. | Midpoint Conference Form (required) SLO Form |
| | By Deadline from HR (usually February) | Final Summative Evaluation is written, incorporating teacher attendance from payroll, strengths and areas for improvement, student growth, evidence from other administrators, etc. Evaluation Rubrics are "confirmed" in Performance Matters, after which no changes can be made. | Teacher or Provider Evaluation Rubric Summative Rating form (required) |

| | | | |
|---|--|--|---|
|     | <h3>PRIMARY DIFFERENCES BETWEEN TENURED AND NON-TENURED PLANS</h3> | | |
| | | | |
| | | Tenured | Non-Tenured |
| | Evaluation Cycle | September 15 th -September 14 th | First Day of School-February 12 th |
| | Number of Formals | 1 | 2 |
| | Number of Informals | 4 | 1 |
| | Last day to turn in evidence | The last day of school | Before January 19 th |
| | Midpoint Date | Before February 15 th | Before November 15 th |



Formal Observations

- Complete the [Pre-Observation Conference Questions](#) prior to meeting with your evaluator.
- Be prepared to discuss this information when you meet with your evaluator.
- Taggable Teacher Evidence:
 - Please provide a **brief description** of your evidence indicating **how and why** this increases student achievement utilizing keywords and phrases from the **rubric**.
 - When you have multiple pieces of evidence for a single domain, please scan them in as **one attachment** and upload to that specific domain and component.
- Post Observation Conference
 - Post-observation conference must be within 10 days of formal observation



Pre- Conference

- The Pre-Conference Evaluation Form can be used as a guide for the pre-conference discussion. The Conversation Starters document can also be used. This conference occurs before each formal observation. Before this conference, the teacher submits a plan of the lesson to be observed. The observation is scheduled at a mutually agreed-upon time. During this pre-conference the teacher may provide further explanation of the decision-making regarding the lesson and suggest specific areas for the evaluator to focus on during the observation. The evaluator and teacher will discuss the lesson plan as well as suggestions for specific behaviors to observe (PERA rules.) The evaluator may ask clarifying questions. The teacher submits artifacts for Domains 1 and 4. Providers may submit artifacts for other Domains as well.



Evidence


- Teachers submit evidence for Domains 1 and 4 by uploading it to Performance Matters. Providers can submit evidence for Domains 2 and 3 as well. **Tenured teachers can provide evidence up to the last day of school. Non-tenured teachers can provide evidence up to January 19th.**
- Please provide a brief description of your evidence indicating how and why this makes you a better teacher utilizing keywords and phrases from the rubric.**

Binders of evidence will not be accepted this year. All evidence/artifacts must be uploaded into Performance Matters.




Observation

- A minimum of one formal observation and four informal observations is required for each tenured teacher during his/her evaluation year. A minimum of two formal observations and one informal observation is required for each non-tenured teacher during his/her evaluation year (TEIRC.)
- Each formal observation will be preceded by a pre-conference, arranged in advance, and followed by a post-conference. Each formal observation must last a minimum of 45 minutes, or one class period, or one lesson (PERA rules). Each formal observation is followed within ten days by a reflective post conference (KFT Agreement, 2015-18). At this conference, the teacher and evaluator discuss the evidence listed so far on the Danielson rubric.
- Informal observations are not preceded by a pre-conference, arranged in advanced, or necessarily followed by a post-conference. At least one informal observation must last 30 minutes or longer; the others have no minimum or maximum time limits. Informal observations are not followed by a post-conference but conversations are encouraged throughout the process. Informal observations are chances for evaluators to see what is going on and provide suggestions or supports to teachers to enhance instruction. Information from informal observations will be shared with the teacher via Performance Matters. In this way the evaluator gives the teacher the opportunity to discuss it, verbally or in written form, before the summative conference.
- "The Board recognizes the value of the timelines set forth in this section and will make a sincere effort to comply with them. If an observation does not take place as scheduled, the administrator will work with the teacher to reschedule it at a mutually convenient time, subject to legal and contractual limitations." (KFT Agreement, 2015-18)




Post- Conference

- A reflective post-conference must be held within ten days after the formal observation. The teacher shall consider (that is, reflect upon) his or her instruction and provide to the qualified evaluator additional information or explanations about the presentation. The evaluator shall share with the teacher any evidence collected and judgments made about the evidence during the conference held following the observation (PERA rules.) The teacher should share any artifacts or student work generated as a result of the lesson. The evaluator may ask clarifying questions to further understand what was observed. The evaluator provides feedback via the evaluation instrument in all domains, including those not technically observed during the lesson. (PERA rules) Written feedback is given to the teacher in the form of the evaluation instrument including any additional comments. A projected score is provided at the Midpoint Conference. If the qualified evaluator determines that the data and evidence collected to date may result in the teacher receiving either a "Needs Improvement" or "Unsatisfactory" performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination within ten working days of the observation.
-




Post- Conference

- The teacher, evaluator and principal will be able to see the accumulating evidence in Performance Matters. Tenured teachers will have the opportunity to provide additional evidence up until the last day of school year in which the cycle began, with the exception of any trainings or schoolwork done over the summer. This gives evaluators the summer to ensure that all evidence is incorporated into the final summative evaluation.
- "No evaluation shall be placed in the teacher's personnel file until the evaluator and the teacher have discussed it" (KFT Agreement, 2015-18)
- "A written evaluation shall be provided the teacher within ten school days of the formal observation and at least twenty-four hours before the conference with the evaluator. The teacher shall have the opportunity to provide additional data which shall become part of the written evaluation." (KFT Agreement, 2015-18)



Mid-Point Conference

- For professional practice, the purpose of this conference is for the administrator to present scores for all evidence collected so far through all means and to provide the teacher a projected total score. All components must be scored on the evaluation rubric for this conference. If any components are marked "Not Observed" at this point, the evaluator will rate as "Unsatisfactory" and 0 points will be awarded. The purpose of the midpoint score is to show what the score would be if the teacher were evaluated only with the information gathered so far. It is formative and provided to teacher for informational purposes. The summative evaluation scores all evidence from the entire cycle.**
- For student growth, the purpose of this conference is for the teacher to evaluate data collected from assessments, judge whether students are making adequate progress toward the target, and adjust the SLO if necessary.



Final Summative Conference

A final summative conference is held for each teacher undergoing evaluation once in a given year. The purpose of the summative conference is to provide evaluative feedback regarding job performance and discuss the final summative rating for the year. The summative conference for non-tenured staff must be held before the February deadline from Human Resources. The summative conference for tenured staff must be held before September 14th of the following year (TEIRC.) If any components are marked "Not Observed" at this point, they will be scored as 0 points.

Final Summative Conference



- The assignment of the rating is based upon the accumulation of evidence observed by the evaluator, presented by the teacher, including the student growth information from the teachers' SLO when applicable, and gathered from other sources. At this conference, the overall summative rating is assigned. (TEIRC) As required under Section 24A-5 of the School Code, the evaluation plan shall consider the teacher's attendance and competencies in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such (SB 0007). For teachers, it must also include student growth as a significant factor per PERA.
- "The evaluator shall submit with the summative evaluation report a statement seeking out specific areas of strengths and weaknesses, if any, with specific recommendations to improve performance." (KFT Agreement, 2015-18)
- "Each teacher being evaluated shall receive a summative evaluation report which is the final assessment for the year of the teacher's performance. Information that may negatively affect the summative rating must be shared with the teacher within ten days of the incident to be included in the summative evaluation. The administrator who conducted the formal summative evaluation must furnish the teacher with a copy of the written evaluation at least twenty-four hours before the scheduled conference with the teacher to review the formal summative evaluation. A summative conference will be held to review and discuss the summative evaluation report." (KFT Agreement, 2015-18)
- "If the teacher feels the evaluation is incomplete, inaccurate, or unjust, the teacher may attach written objections or any other materials to the evaluation form." (KFT Agreement, 2015-18) If a teacher feels the evaluation is incomplete and wants to appeal the evaluator's decision, the teacher should contact the Assistant Superintendent for Curriculum and Instruction.

Professional Development Plan and Remediation Plans



- Professional Development Plan –created 30 day after the completion of an evaluation resulting in the "Needs Improvement" rating (See Manuel 28-30)
- Remediation Plan – created within 30 days after the completion of an evaluation resulting in a "Unsatisfactory" rating (See Manuel 31-31)



Student Growth

- For the 2018-2019 school years. Student growth will account for 30% of the summative evaluation rating and professional practice will account for 70% of the summative evaluation rating (PERA committee decision)
- Applies to all teachers who require a teaching certificate to do their job (PERA law)
- Teachers will develop SLO and bring them to the evaluator. Evaluators will use the protocols developed by Kids at the Core to guide discussions regarding SLO approval, mid-point check-in and SLO final review.




Timeline for Student Growth


STEP 1

On the first day of school, teachers will be notified they are being evaluated that year (PERA statute.) Please note that evaluation timelines are different for tenured and non-tenured staff.

STEP 2

At the beginning of the school year teachers will determine what pretests/assessments will be administered. After pre-testing teachers will evaluate the data from the assessments and create one Student Learning Objectives (SLO) using the SLO form. Teacher and evaluator will meet to discuss and finalize the SLO by October 15th.

| | | | |
|---|--|--|--|
|  | | <h2>Timeline for Student Growth</h2> | |
| STEP THREE | | Teacher should monitor student achievement as it relates to their SLO. | |
| STEP FOUR | | <p>All teachers will participate in a mid-point conference with their evaluator. At the mid-point conference the SLO will be reviewed. Teachers are responsible for presenting progress monitoring data. Adjustments to the SLO can be made before or during the mid-point conference, but not after. Revised SLO is subject to approval by the evaluator. The student growth data presented at mid-term is not used for the final evaluation.</p> | |
| STEP FIVE | | <p>Teachers continue to progress monitor. Teachers will make changes to instruction as needed to impact student achievement.</p> | |

| | | | |
|---|--|--|--|
|  | | <h2>Timeline for Student Growth</h2> | |
| STEP SIX | | <p>Post-assessments are administered. Teachers analyze data and complete SLO form(s) to determine to what extent the goal was met. Tenured teachers complete this over the summer. Non-tenured teachers complete this before their final summative conference in February. This information is incorporated into the final summative rating by the evaluator. Student growth accounts for 30% of the final rating and teacher practice accounts for 70%.</p> | |
| | | | |



Assessments


- All teachers are required to use more than one assessment to demonstrate student growth. One of the assessments must be a Type I or Type II. The other assessment must be a Type III. If the joint committee has determined that there is no appropriate Type I or II, the teacher can use two Type IIIs. **The Approval Tool for Type III (Teacher-Created Assessments) located in the manual should be used as a guide when developing Type III assessments.**



Evaluation Summative Rating System Scoring Non-Growth

- Points:** For each component on which a teacher is rated "excellent", four points will be assigned. For each component on which a teacher is rated "proficient", three points will be assigned. For each component rated "Needs Improvement," two points will be assigned. For each component rated "Unsatisfactory", one point will be given. There are 22 components in the teacher evaluation. The score is calculated by averaging the components and using the rubric below.

| | | | | |
|---------------|------------------------------|-----------------------|----------------|---------------|
| Employee Name | Teacher1, Test | | | |
| School Year | 2016-2017 | | | |
| School | Test District: Test School 1 | | | |
| Rating Scale | (1) Unsatisfactory | (2) Needs Improvement | (3) Proficient | (4) Excellent |
| | 0 - 1.8 | 1.9 - 2.7 | 2.8 - 3.3 | 3.4 - 4.0 |




Evaluation Summative Rating System Growth

- The same formula is used to find the professional practice score as on the previous slide. This is multiplied by .7 since performance is 70% and .15 for each SLO Assessment Measure since growth is 30%.

Average of components (.70) + First Growth Score (.15)+Second Growth Score (.15)=Summative

| | | | | |
|---------------|------------------------------|-----------------------|----------------|--------------|
| Employee Name | Teacher1, Test | | | |
| School Year | 2016-2017 | | | |
| School | Test District: Test School 1 | | | |
| Rating Scale | (1) Unsatisfactory | (2) Needs Improvement | (3) Proficient | (4)Excellent |
| | 0 - 1.8 | 1.9 - 2.7 | 2.8 - 3.3 | 3.4 - 4.0 |



Rubrics and Manual

Are available in Performance Matters and posted on the Intranet.

You can access Performance Matters from the staff section on the district website.

Evaluation Process Acknowledgement

This document serves as a written notice that a performance evaluation will be conducted this school term. Your signature below indicates that you have received notification of evaluation and have been provided: 1) a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating; 2) a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory" as set forth in Sections 24A-5(e) and 34-85c of the School Code; and 3) a summary of the district's procedures related to the provision of professional development in the event a teacher receives a "needs improvement" or remediation in the event a teacher receives an "unsatisfactory" rating to include evaluation tools to be used during the remediation period.

Teacher Name:

Teacher Signature:

Date:

EVALUATION TIMELINES

| Date | Tenured | Non-Tenured | Student Growth |
|---|--|--|--|
| First day of school for students (23 JAC 50.30) | Teachers who will be evaluated are notified and provided access to their evaluation rubric and this manual explaining the process. Access to Performance Matters will be provided by September 15 th . Offer the option to teachers of completing the self-assessment and discussing it with you as opportunity for professional growth | Teachers are notified and provided access to their evaluation rubric and this manual explaining the process. Offer the option to teachers of completing the self-assessment and discussing it with you as opportunity for professional growth | |
| First day of school for students | | Evaluation Cycle Begins | |
| By September 15 th | Evaluation Cycle Begins | | |
| Before September 30 th | New Evaluators and Teachers are trained on Performance Matters | New Evaluators and Teachers are trained on Performance Matters | |
| Before September 30 th | Evaluator and teacher collaborate to develop Student Learning Objective (SLO) Goals | Evaluator and teacher collaborate to develop Student Learning Objective (SLO) Goals | Teachers collect baseline data and write SLOs. Teacher meets with evaluator so that SLOs and assessment methods are agreed upon. |
| September 15 th – Last Day of School | A minimum of one formal and a minimum of four informal observations will be conducted. * Two informal observations will occur before the midpoint conference and two will occur after the midpoint conference. The formal observation, which can be held any time during the year, will be preceded by a pre-conference and followed within ten days by a reflective post-conference. The Teacher Evaluation form is written by the evaluator and "Submitted" in Performance Matters at least 24 hours before the final post conference. <i>Observation completion target date should be the middle of May. This will allow time for make-ups if extenuating circumstances occur. Evaluations should be spaced out.</i> | | |
| September 15 th –February 15 | Two informal observations will occur before the midpoint conference and two will occur after the midpoint conference. | | |
| By October 15 th | Student Growth Conference: Evaluator and teacher collaborate to finalize SLOs. Type 3 assessments must be approved using the rubric | Student Growth Conference: Evaluator and teacher collaborate to finalize SLOs. Type 3 assessments must be approved using the rubric | Student growth conferences are held before October 13 th . SLO's are approved at the conference |
| By November 2 nd | | First formal evaluation is completed. It is preceded by a pre-conference and followed by a post-conference. The evaluation rubric is completed and available to the teacher 24 hours before the post conference | |
| By November 15 th | | Midpoint conference: Teacher brings information on student growth. Changes in SLO can be made if agreed between administrator and teacher. Evaluator scores all components and teacher has access to an estimated final score. If scores indicate a teacher may be rated "Needs Improvement" or "Unsatisfactory", evaluator notifies teacher immediately | Midpoint Conference (Required) sign off on SLO form |

| | | | |
|-----------------------------------|--|---|--|
| By January 19 th | | <p>Second formal evaluation is completed. The evaluation rubric is completed and available to the teacher 24 hours before the post conference. Informal evaluations can be completed any time before January 29th. This is not preceded by a pre-conference. The evaluation rubric is completed and available to the teacher 24 hours before the post conference.</p> <p>Evidence must be submitted by January 19th.</p> | |
| By February 12 th | | <p>Final summative evaluations are completed and submitted to HR</p> <p>Final Summative Evaluation is written, incorporating teacher attendance from payroll, strengths and areas for improvement, student growth, evidence from other administrators, etc. Evaluation scores are "confirmed" in Performance Matters, after which no changes can be made. Final Summative Rating form is printed, signed, and submitted to HR</p> <p>RIF Committee must agree to any changes regarding sequence of dismissal.</p> | Non-tenured: Evaluation score is figured with the student growth component. |
| By February 15 th | <p>Midpoint conference: Teacher brings information on student growth. Changes in SLO can be made if agreed between administrator and teacher. Evaluator scores all components and teacher has access to an estimated final score. If scores indicate a teacher may be rated "Needs Improvement" or "Unsatisfactory", evaluator notifies teacher immediately</p> <p>Two informal observations must be held after the Midpoint Date Conference date. One of the informal observations, either before or after the midpoint, must last at least 30 minutes.</p> | | Midpoint Conference (Required) sign off on SLO form |
| By February 22 nd | | List of honorable dismissals due to union president. Union president reviews the list before list is submitted to teacher teachers, principals and BOE. | |
| March 1 st | | Principals notify teachers of non-renewals | |
| March 7 th | | Principals notify teachers of Honorable Dismissals | |
| By Last Day of Student Attendance | Final summative conferences are held involving teachers or administrators who do not plan to work here next year. | | Data for SLO and evidence is due by the last day of student attendance. However meetings for the final summative conferences can take place through September 15 th . |
| By September 15 th | Final summative conferences are completed and submitted to HR. Final Summative Evaluation is written, incorporating teacher attendance from payroll, strengths and areas for improvement, student growth, evidence from other administrators, etc. Evaluation scores are "confirmed" in Performance Matters, after which no changes can be made. Final Summative Rating form is printed, signed, and submitted to HR | | (If any of the dates fall on a non-attendance day, the deadline is the last attendance day before the non-attendance day) |

ADMINISTRATIVE EVALUATION PLAN OVERVIEW

- **Administrative rubric is in Performance Matters**
- Illinois Performance Standards for School Leaders are the professional standards we use for administrator evaluations (see attachment).

COMPONENTS USED IN EVALUATION

- STUDENT GROWTH GOAL (30%)
- ORGANIZATIONAL PERFORMANCE GOAL (25%)
- PROFESSIONAL GROWTH GOAL (15%)
- VAL-ED ASSESSMENT (30%)

Summative ratings used are below:

| | |
|-----------|-------------------|
| 3.3 – 4.0 | Excellent |
| 2.5 – 3.2 | Proficient |
| 1.7 – 2.4 | Needs Improvement |
| 1.0 – 1.6 | Unsatisfactory |

- VAL-ED – is a survey designed by Vanderbilt University that is defined by the intersection of six core components of school performance and six key processes which together make up the conception of principal leadership. (see attached)

ILLINOIS PRINCIPAL EVALUATION PLAN

Timeline

| DATE | EVENT | REQUIRED ELEMENTS |
|---|--|---|
| No later than the 1 st day of school | Written notice of evaluation to each principal and assistant principal | <ol style="list-style-type: none"> 1. District Performance Evaluation Plan 2. Professional Practice Standards, Indicators, and Rubric 3. Student Growth Rubric 4. Summative Evaluation Process 5. Four Summative Ratings |
| No later than October 1 | Conduct collaborative goal-setting meeting with each principal and assistant principal | <ol style="list-style-type: none"> 1. Determine assessments to be used 2. Plan for assessment implementation 3. Determine how assessment results will be used to establish growth 4. Establish targets 5. Determine professional growth goals |
| Throughout year | Observations: <ul style="list-style-type: none"> • Formal – at least 2 • Informal – as desired | <ol style="list-style-type: none"> 1. Written feedback within 10 days for formal observations 2. Written documentation of informal evidence if it is to be used as part of evaluation process |
| No later than February 1 | Principal and assistant principals complete a self-assessment | <ol style="list-style-type: none"> 1. Use the same Standards/Indicators/Rubric document |
| No later than March 1 | Complete written summative evaluation and conduct conference with administrator | <ol style="list-style-type: none"> 1. Review self-assessment 2. Gather evidence from observations, artifacts, survey data, and other sources 3. Complete Professional Practice Final Rating 4. Complete Student Growth Final Rating 5. Complete Summative Evaluation Worksheet & Final Evaluation Page |
| No later than April 1 | Principal and Assistant Principal must be notified of proposed reclassification | <ol style="list-style-type: none"> 1. Written notice of reclassification 2. Opportunity for Board Hearing |

Evaluation

Links to Supporting Information and Resources

[Evaluation Information](#) – Paraprofessional, Teacher and Administrator

[Evaluation Manual](#) – Performance Evaluation Plan

[Illinois Performance Standards for School Leaders](#)

[Marzano School Leadership Evaluation Model](#)

[Teacher Rubric](#) – The Framework for Teaching-Evaluation Instrument

[VAL-Ed Framework](#)

EXPENDITURE ACCOUNT CLASSIFICATION

The following descriptors are to be used to classify budget items within the correct function and object categories. Refer to the *Illinois Program Accounting Manual* for detailed descriptions of the numerical four-digit function classifications and the numerical three-digit object classifications.

DETAILED FUNCTION DESCRIPTORS

Function means the action or purpose for which a person or thing is used or exists. Function includes the activities or actions which are performed to accomplish the objectives of the project.

| <u>Function</u> | <u>Descriptor</u> |
|-----------------|---|
| 1000 | <u>Instruction</u> . Activities dealing directly with teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom, in other locations such as a home or hospital, and in other learning situations such as those involving cocurricular activities. It may also be provided through some other approved medium such as television, radio, telephone and correspondence. Included here are the activities of aides or assistants of any type that assist in the instructional process. |
| 2110 | <u>Attendance & Social Work Services</u> : Activities for the improvement of pupils' attendance at school and the performance of school social work activities dealing with the problems of pupils which involve the home, school and community. |
| 2120 | <u>Guidance Services</u> : The activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating abilities of students, assisting with the educational/career plans and choices, assisting pupils in personal and social development, providing referral assistance and working with other staff members in planning and conducting guidance programs for pupils. |
| 2130 | <u>Health Services</u> : Physical and mental health services which are not direct instruction. Included are activities that provide pupils with appropriate medical, dental and nurse services. |
| 2140 | <u>Psychological Services</u> : Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupil behavior, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests and behavioral evaluation and planning and managing a program of psychological services including psychological counseling for pupils, staff and parents. |
| 2150 | <u>Speech Pathology and Audiology Services</u> : Activities which have as their purpose the identification, assessment and treatment of children with impairments in speech, hearing and language. |
| 2210 | <u>Improvement of Instruction Services</u> : Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the instructional process. |
| 2220 | <u>Educational Media Services</u> : Activities related to media resource centers and concerned with the use of all teaching and learning resources including hardware and content materials maintained in a central location or lab situation. Educational media are defined as any devices, content materials, methods or experiences used for teaching and learning purposes. These include printed and nonprinted sensory materials. |

- 2230 Assessment and Testing: Activities carried out for the purpose of measuring individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching district learning goals to compare individual and group performance with national norms established by test publishers.
- 2300 General Administration: Activities concerned with establishing and administering policy in connection with operating the local education agency. Reasonable and prudent costs for administration of the program are allowable and in general are limited to 5 percent of the grant. (Administrative costs for Title IV are limited to 2 percent of the grant.)
- 2400 School Administration: Activities concerned with overall administrative responsibility for a single school or a group of schools.
- 2520 Fiscal Services: Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, bookkeeping, financial accounting, payroll, inventory control and internal auditing.
- 2540 Operation and Maintenance of Plant Services: Activities concerned with keeping the physical plant (i.e., grounds, building and equipment) in an effective and safe working condition. This includes activities of maintaining safety in buildings, on the grounds and in the vicinity of the schools.
- 2550 Pupil Transportation Services: Activities concerned with conveying pupils to and from school as provided by Article 29 of the School Code. It includes trips between home and school and trips to school activities.
- 2560 Food Services: Those activities concerned with providing food to pupils and staff in a school or LEA. This service area includes the preparation and serving of regular and incidental meals, lunches or snacks in connection with school activities and the delivery of food.
- 2570 Internal Services: Activities concerned with buying, storing and distributing supplies, furniture and equipment and activities concerned with internal duplicating and printing for the school system and the pickup and transporting of cash from school facilities to the central administrative office or bank for control and/or deposit.
- 2610 Direction of Central Support Services: Activities concerned with directing and managing areas which support instructional and support services programs, other than administration. These activities include planning, research, development, evaluation, information, staff, statistical and data processing services.
- 2620 Planning, Research, Development & Evaluation Services: Those activities, on a systemwide basis, associated with conducting and managing programs of planning, research, development and evaluation for a school system.
- 2630 Information Services: Those activities concerned with writing, editing and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or the general public through direct mailing, the various news media or personal contact.
- 2640 Staff Services: Activities generally performed by the LEA personnel office such as recruiting and placement, staff transfers, inservice training, health services and staff accounting.

- 2660 Data Processing Services: Activities concerned with preparing data for storage, sorting and retrieving data for reproduction as information for management and reporting.
- 2900 Other Support Services: Activities of any support service or classification of services, general in nature, which cannot be classified in the preceding functions.
- 3000 Community Services: Services provided by the LEA for the community as a whole or some segment of the community such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services and home/school services. Also includes private school pupil services such as activities involved in providing instructional services, attendance and social work services, health services and transportation services.
- 4100 Payments to Other Governmental Units (In-State): Payments to in-state LEAs, generally for tuition, transportation and all other services rendered to pupils residing in the paying LEA. Where a nonoperating district pays an operating district for the education of pupils, the nonoperating district records such payments here.

DETAILED OBJECT DESCRIPTORS

Object means the service or commodity obtained as the result of a specific expenditure.

| <u>Object</u> | <u>Descriptor</u> |
|---------------|---|
| 100 | <u>Salaries</u> . Amounts paid to permanent, temporary or substitute employees on the payroll of the local education agency (LEA). This includes gross salary for personal services rendered while on the payroll of the LEA. Compensation is for regular, temporary and overtime services. Summer school compensation may be applicable. |
| 200 | <u>Employee Benefits</u> . Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary but are over and above. These fringe benefits include Teacher Retirement (TRS) paid for certificated employees; Municipal Retirement (IMRF) paid for noncertificated employees; Federal Insurance Contribution Act (FICA); Medicare Only contributions; and employer-paid insurances such as life, medical and dental. |
| 300 | <u>Purchased Services</u> . Amounts paid for personal services and other services rendered by personnel who are not on the payroll of the LEA. Included would be professional instructional support services, data/statistical services, audit/financial services; property operation, maintenance and cleaning services; pupil transportation services and staff travel expenditures; insurances (other than employee benefits) such as worker's compensation and unemployment compensation; and other services such as communication, advertising, printing, etc. |
| 400 | <u>Supplies & Materials</u> . Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Included would be supplies, textbooks, regular or incidental library books, periodicals, and computer software. Capital Outlay items with an acquisition cost of less than \$500 per unit should be included in this category. |
| 500 | <u>Capital Outlay</u> . Amounts expended for the acquisition of fixed assets or additions to fixed assets. Included would be computers and other non-disposable equipment with an initial purchase price or replacement cost of \$500 or more per unit. |

600 Other Objects. Amounts paid for goods and services not otherwise classified above. Included would be dues or fees for membership in professional or other organizations and associations.

Expulsion Hearing Procedures

EXPULSION HEARINGS

An administrator's recommendation to expel a student must be approved by the Superintendent of Schools. Once the Superintendent decides to proceed with the administrator's recommendation, the District Hearing Officer will conduct a hearing or finding of facts, after which he/she will report the facts to the Board so that they may consider the actions and make an informed decision regarding the possible expulsion. A student can only be expelled by the Board of Education.

IMMEDIATELY AFTER THE INFRACTION

The building administrator will contact the superintendent's office to advise them of the infraction. The administrator will complete a *Possible Expulsion – Report to the Superintendent of Schools* form and send it to the superintendent. Based on the preliminary information provided, the Superintendent will make the determination whether or not to proceed with an expulsion hearing.

SCHEDULING THE HEARING

Once the determination to proceed is made, the administrator will forward the *Summary of Student Disciplinary Issue Resulting in a Potential Expulsion* Report to the District Hearing Officer's assistant in the Instructional Program Office. The administrator will then contact the Hearing Officer's assistant to discuss possible dates/times for the hearing. The administrator will contact the parent and schedule a time for the hearing. As soon as the date and time are determined, District Hearing Officer's assistant in the Instructional Programs Office is contacted to confirm the date/time, secure a conference room at Central Office and to prepare formal letters to the parent/guardian(s) of the student.

HEARING NUMBERS

Each case is issued a hearing number by the District Hearing Officers assistant in the Instructional Programs Office.

The hearing number is made up of the school number, current school year and the current hearing number. For instance, a hearing at the junior high school would look like this:

002-09-10-025

HEARING PACKET INFORMATION NEEDED

The school district is required to give the parents/guardian copies of any documents that the District Hearing Officer or the Board of Education reviews during the hearing process.

Attached is a checklist of items that will need to be submitted by the building to the District Hearing Officer's assistant 48 hours prior to the hearing. The District Hearing Officers assistant will create the hearing packet and make copies for the parents/guardian, District Hearing Officer and the Board of Education.

CORRESPONDENCE

Each potential expulsion hearing has three letters that must be sent throughout the duration of the hearing process.

The first letter sent to parents is the *#1 Preliminary Hearing Letter*. The areas highlighted within the body of the letter are filled in with the student's hearing information. Three original copies of this letter are created, one for CERTIFIED MAIL; one for FIRST CLASS MAIL; and one that the administrator will HAND DELIVER. The superintendent will sign all three original letters. A copy of each of these letters is placed in the student's expulsion file kept at central office. A second copy is sent to the administrator handling the infraction.

HAND DELIVERED – Instructional Programs will provide the administrator with 2 copies of this letter. The administrator accompanied by another staff member, will deliver the original letter and one copy to the parents. Parents will sign both copies of this letter. The student's parent/guardian will keep the original copy of the letter and the administrator will bring the signed copy back to the District Hearing Officers assistant in the Instructional Programs Office.

After the Hearing/Finding of Facts, once the date and time of the Board meeting is determined, a second letter is sent to parents/guardian. As with the first, highlighted areas are completed. This letter is only sent out via First Class and Certified Mail. Upon completion, a copy is sent to the administrator handling the infraction.

AFTER THE HEARING/FINDING OF FACTS

Upon conclusion of the Expulsion Hearing/Finding of Facts, the District Hearing Officer will create a *Finding of Facts* report that will be included in the packet given to the board.

AFTER THE BOARD HEARING/MEETING

Once the Board has made a determination on the expulsion hearing, a final letter is sent to the parents/guardian. This letter will advise the parents/guardian of the Board's decision regarding the student.

As with the other letters, a copy of this letter will be sent to the building administrator handling the infraction.

Expulsion Hearing Checklist

Student Name:

Birthdate:

Grade:

School:

Date Suspension Began:

Number of Days Suspended:

Parent(s)/Guardian:

Phone Number:

Address:

Attachments:

Administrative Summary/Recommendation of Administration _____

Witness Statements:

- Certified Staff _____
- Students _____
- Other _____

Suspension Notice _____

Letter to Parent & Summary Notes of Conference held with Parent
(Elementary Students Only) _____

Discipline Policy _____

Handbook Sign-Off _____

Attendance Report _____

Grade Report _____

Elementary Educational Record (K-8) _____

Secondary Educational Record (9-12) _____

District Testing Scores (K-12) _____

Multi Disciplinary Conference Report (Special Education Students) _____

Other: _____



Title I, Part A

Title I, Part A services focus on children who are most at risk of failing to meet state academic standards. Title I, Part A provides *supplemental* services for children preschool through grade 12.

Title I, Part A includes provisions that are specifically relevant to homeless children and youths. Local Education Agencies (LEAs) are required to set aside a portion of the Title I, Part A allocation for homeless children, beginning in the 2017-18 school year. LEAs must include in their Title I District Plan a description of the services they provide to homeless children in coordination with the McKinney-Vento Act. A needs assessment should be conducted and all relevant stakeholders consulted as this plan is formulated.

Eligibility

Children and youth who are homeless are automatically eligible for Title I, Part A services, whether or not they reside in a Title I attendance area or meet the required academic standards. The services provided to homeless students may not ordinarily be provided to other Title I students.

Allocations

Section 1113 (c)(3)(C) of the Every Student Succeeds Act mandates that a portion of the district's Title I allocation must be directed toward the support of educational programming for homeless students.

******There is no funding guideline that mandates what percentage of the allocation is to be directed toward homeless education. However, it is the responsibility of the district to ensure that sufficient funds are set aside to support the educational needs of homeless students enrolled in the district. Districts should communicate with state Title I and homeless education administrators when calculating the set-aside amount.

Suggested Methods for Determining the Amount of Set Aside

1. Identify homeless students' needs and fund accordingly.
2. Obtain a count of homeless students and multiply it by your Title I, Part A per-pupil allocation.
3. Reserve a specific percentage based on your district's poverty level or total Title I, Part A allocation.

****** When planning for the current fiscal year, review the previous year's data regarding homeless students and the funds required to cover their needs.

How Title I Funds might be used?

Title I homeless funds must be used to provide *supplementary* support for homeless youth, easing the burden of homelessness that often interferes with classroom learning. The funds must be used *only* when other local/state funds are not available to provide services.

The services must be reasonable and necessary to help homeless students take advantage of *educational* opportunities.

List of Allowable Services in Title I, Part A

- Items of clothing, particularly if necessary to meet a school's dress or uniform agreement
- Clothing and shoes necessary to participate in physical education classes
- Student fees that are necessary to participate in the general education program
- Personal school supplies, such as notebooks, folders, backpacks
- Birth certificates necessary to enroll in school
- Immunizations
- Food (snacks for before/after school services)
- Medical and dental services
- Eyeglasses and hearing aids
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, Saturday classes, summer school)
- Tutoring services
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Fees for Advanced Placement and International Baccalaureate testing
- Fees for college entrance exams, such as SAT or ACT
- GED testing for school-age students

Services Not Allowed in Title I, Part A

- Physicals for sports participation
- Clothing for family members
- Rent/motel/hotel (any housing expenses)
- Prom dresses or tuxedo
- Yearbook fees

Please feel free to contact us with any questions or concerns.

Illinois State Board of Education
Title Grants Division
(217) 782-3950

IHSA Constitution *regarding student who move during their junior year prior to the start of their senior year.*

3.034.2 Students who have attended one school for their entire high school career and whose parents, custodial parent or court appointed guardian moves from the district or community traditionally served by that school following the student's completion of the eleventh (11th) grade, may remain in that member school and retain eligibility regarding residence for the twelfth (12th) grade, provided:

1. The student, if not yet eighteen (18) years of age, resides full time with the parents, a custodial parent, a non-custodial birth parent or a court appointed legal guardian; or the student, if eighteen (18) years of age, continues to reside with parents, custodial parent, a non-custodial birth parent or a court appointed legal guardian, or is accepted for enrollment by the school as a student having reached the age of majority under the laws of the State of Illinois; and,
2. Such attendance is approved by the Board of Education or local governing board of the school; and,
3. There is no evidence of undue influence, including but not limited to inducement, remuneration, pressure, promise or provision of special benefits or any other form of encouragement or persuasion, on the part of any person(s) directly or indirectly connected to the school, to retain the student's attendance



THE 10-POINT INSTRUCTIONAL COACHING TEAM WELL-CHECK

Purpose of the Well-Check: This 10-Point Instructional Coaching Team Well-Check will help you take stock of your current coaching team practice. It will determine your overall coaching health as well as where you might need some coaching model/team fix-ups. All 10 of the Checkpoints must be in place in order to see the effects of coaching on student achievement. I mean that's the whole reason we're doing this, right?



1

PRINCIPAL AND COACH ARE A TEAM

Give your best gut check yes or no response to each statement below.

- | | YES
(1 point) | NO
(0 points) | UNSURE
(0 points) |
|--|--------------------------|--------------------------|--------------------------|
| Principal has set an instructional goal for school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Principal has established with staff that every teacher receives coaching from the coach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Principal has shared the coaching model and what will happen as they work with the coach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Principal and coach hold a brief weekly check-in meeting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCORE

DID YOU SCORE LESS THAN 4 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

2

PRINCIPAL AND COACH SET PRIORITY SKILLS FOR COACHING

Give your best gut check yes or no response to each statement below.

- | | YES
(1 point) | NO
(0 points) | UNSURE
(0 points) |
|---|--------------------------|--------------------------|--------------------------|
| Principal and coach have outlined the skills teachers need to master the principal's goal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Principal and coach have developed a yearlong calendar for coaching content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Principal and coach have established the fundamental skills for immediate coaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCORE

DID YOU SCORE LESS THAN 3 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

3

PRINCIPAL AND COACH SORT TEACHERS FOR A COACHING STARTING POINT

Give your best gut check yes or no response to each statement below.

- | | YES
(1 point) | NO
(0 points) | UNSURE
(0 points) |
|---|--------------------------|--------------------------|--------------------------|
| Principal and coach use baseline walk-through and student data to sort teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Principal and coach determine the starting coaching skill for each teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCORE

DID YOU SCORE LESS THAN 2 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

4

COACHING BEGINS THE SECOND WEEK OF SCHOOL

Give your best gut check yes or no response to each statement below.

- Principal and coach review data to determine who should be coached first
- Principal establishes with the staff that coaching will begin the second week of school
- Principal and coach work to maximize the coach's schedule for actual coaching

| YES (1 point) | NO (0 points) | UNSURE (0 points) |
|------------------|------------------|----------------------|
|------------------|------------------|----------------------|

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCORE

DID YOU SCORE LESS THAN 3 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

5

COACH DIFFERENTIATES THE TIME/STYLE SPENT WITH COACHING

Give your best gut check yes or no response to each statement below.

- Intensive teachers complete a coaching cycle with the coach every 1 to 1.5 weeks
- Strategic teachers complete a coaching cycle with the coach every 2 to 2.5 weeks
- Benchmark teachers complete a coaching cycle with the coach every 3 to 4 weeks
- Advanced teachers complete a coaching cycle with the coach every 5 to 6 weeks
- Coach uses all five styles of coaching throughout his/her practice

| YES (1 point) | NO (0 points) | UNSURE (0 points) |
|------------------|------------------|----------------------|
|------------------|------------------|----------------------|

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCORE

DID YOU SCORE LESS THAN 5 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

6

COACH USES A SIMPLE PRE-CONFERENCE STRUCTURE

Give your best gut check yes or no response to each statement below.

- The pre-conference is focused on one specific skill tied to the principal's goal
- The pre-conference follows a simple step-by-step structure
- The pre-conference is 15 minutes or less

| YES (1 point) | NO (0 points) | UNSURE (0 points) |
|------------------|------------------|----------------------|
|------------------|------------------|----------------------|

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCORE

DID YOU SCORE LESS THAN 3 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

7

COACH TURNS NOTES INTO USABLE CLASSROOM DATA

Give your best gut check yes or no response to each statement below.

- Coach gathers neutral notes on what s/he saw in the lesson
- Coach's notes are focused on the teacher/student cause and effect relationship
- Coach creates data statements to share with the teacher during the debriefing

| YES (1 point) | NO (0 points) | UNSURE (0 points) |
|------------------|------------------|----------------------|
|------------------|------------------|----------------------|

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCORE

DID YOU SCORE LESS THAN 3 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

8

COACH CONDUCTS A SIMPLE DEBRIEFING THAT LEADS TO TEACHER ACTION*Give your best gut check yes or no response to each statement below.*

- The debriefing follows a simple structure, heavily focused on the lesson data
- The debriefing is 20 minutes or less and leads to the next coaching cycle
- The teacher takes teaching action within 24 hours following the debrief

| YES (1 point) | NO (0 points) | UNSURE (0 points) |
|------------------|------------------|----------------------|
|------------------|------------------|----------------------|

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCOREDID YOU SCORE LESS THAN 3 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

9

PRINCIPAL AND COACH BUILD TEACHER TRUST*Give your best gut check yes or no response to each statement below.*

- Coach meets with each teacher within the first two weeks of the school year
- Coach differentiates coaching style based upon the teacher's attitude
- Coach keeps his/her word and honors all coaching appointments
- Principal and coach meet weekly to strategize how to maximize coaching

| YES (1 point) | NO (0 points) | UNSURE (0 points) |
|------------------|------------------|----------------------|
|------------------|------------------|----------------------|

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCOREDID YOU SCORE LESS THAN 4 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

10

COACH TRACKS THE IMPACT OF COACHING ON TEACHERS*Give your best gut check yes or no response to each statement below.*

- Coach tracks and analyzes the progress of the teacher after each cycle
- Coach determines how many coaching cycles it takes to move a teacher on the sorting grid (see #3)
- Coach differentiates coaching to increase the growth in teachers

| YES (1 point) | NO (0 points) | UNSURE (0 points) |
|------------------|------------------|----------------------|
|------------------|------------------|----------------------|

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

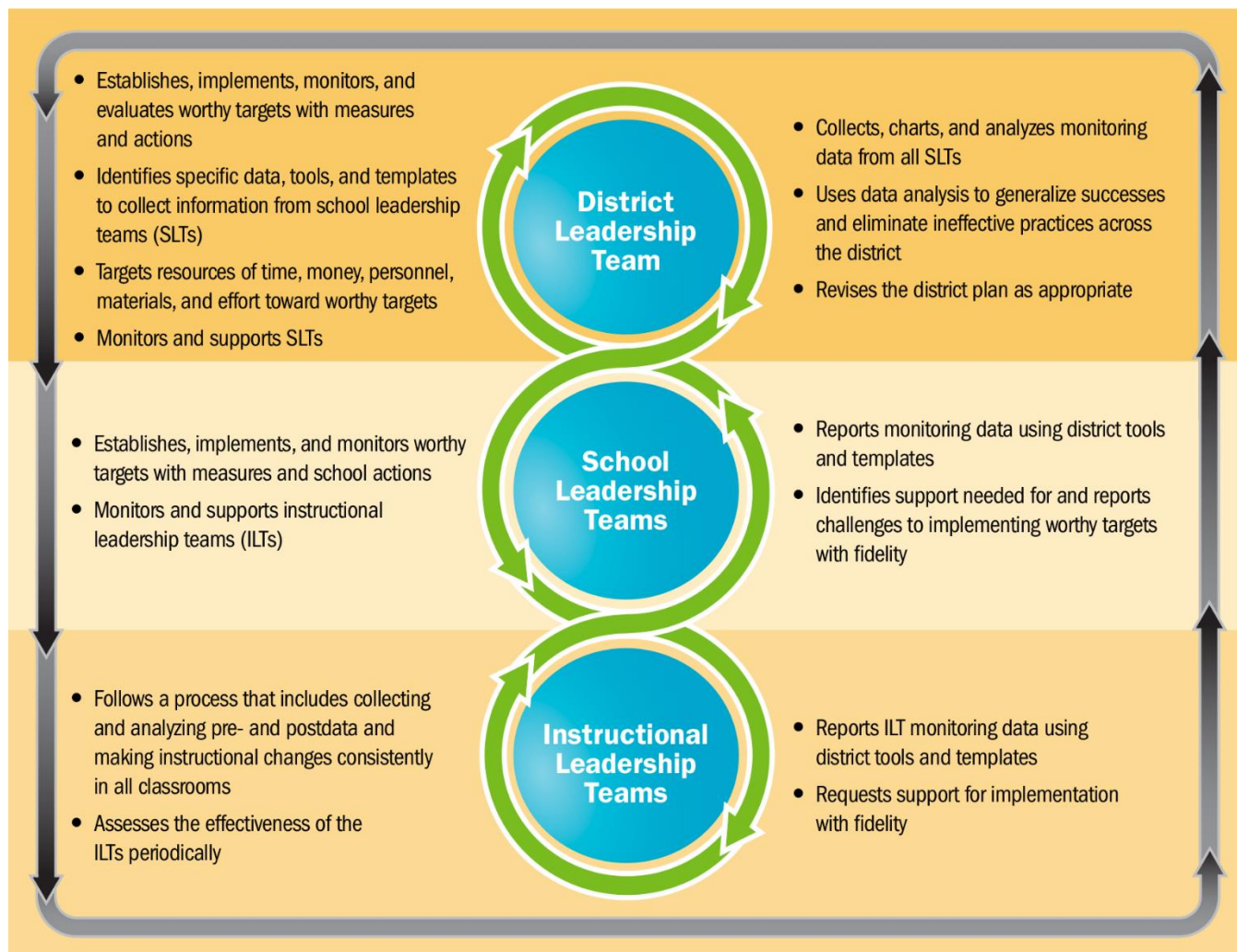
TOTAL SCOREDID YOU SCORE LESS THAN 3 POINTS? [CLICK HERE FOR YOUR SIMPLE FIX.](#)

"The key is to develop a team of highly skilled school level leaders and coaches who become transporters of your big ideas and vision back at the school sites. Imagine that this team is armed with the mission (your mission!) and they have such skill in working with their teaching staff that they literally become a pipeline from you all the way to the classroom teachers."

-Jill Jackson

You are invited! | jackson-consulting.com/events/

INTERDEPENDENT, DATA-INFORMED LEADERSHIP TEAMS



Intervention Evaluation Flowchart

Is our student success intervention working for our students?

YES



OR

NO: Is there a true opportunity for recovery if students participate with fidelity?

YES

- What are you doing that works for students? (What is your evidence?)
- What are you doing that works for the adults implementing the intervention? (What is your evidence?)
- What parts of your implementation plan can you tweak for even greater success?

Is it an implementation fidelity issue?

- Are there other school programs/initiatives competing with effective implementation?
- Are teachers/owners aware of implementation procedures?
- Are teachers compensated when appropriate?
- Is there sufficient and reasonable time to implement the intervention?
- Is the intervention publicized effectively to appropriate stakeholders?
- Have you implemented the intervention long enough?

Is it a student participation issue?

- How are students held accountable for not participating? By whom?
- Do they see the results of their participation?
- Are students encouraged by multiple adults to participate?
- Does the intervention respect student time and effort?
- Is the intervention viewed as punitive?

Is the issue a mismatch between the intervention and student needs?

- Does the intervention provide supports for students struggling academically?
- Is the intervention frequent enough to be effective?
- How was the intervention selected? Based on identified student need? Adult preference? Feasibility?

Is the issue one that cannot be addressed by a Success Team intervention?

Examples:

- Teacher philosophy
- Grading policies
- Chronic truancy
- Chronic suspensions
- Curriculum pacing

Intervention Evaluation Flowchart

Is our student success intervention working for our students?

Data Components Key To Successful Implementation

What data structures and practices, if addressed, will increase your team's efficacy in improving student achievement?

Access to timely Gradebook data

- Are grades updated in a timely manner according to the grade pull schedule?
- Who can provide the grade-level, course, and student-level data you need?
- Can you manipulate data into a teacher-friendly format?
- Do you have or make time to manipulate the data into a teacher-friendly format?

Student participation data

- How are you tracking participation? (intentionally or randomly)
- Is your tracking tool useful for highlighting trends in participation and its effect on achievement?

Intervention implementation data

| TUTORING | MENTORING |
|--|--|
| <ul style="list-style-type: none"> • Are teachers actually tutoring students/providing academic support? • How are students provided with work to complete during tutoring? • If tutoring is administered by external partners, how is communication of student needs and course expectations shared with them? | <ul style="list-style-type: none"> • Do mentoring conversations push students to action around their grades? • What information are mentors provided with to drive their mentoring sessions? • Are mentors able to advocate professionally with their colleagues? |

Data analysis

- Is sufficient time allocated for analyzing data specific to your intervention?
- Does your team's analysis of intervention data lead to action toward increasing student achievement?

ISBE Home School FAQ

1. What home school laws or requirements must I follow as a parent or guardian?

I. You must provide instruction in English in the following subject areas:

- Language Arts
- Mathematics
- Biological and Physical Science
- Social Science (Social Studies)
- Fine Arts
- Physical Development and Health ([105 ILCS 5/27-1](#))

II. You must offer education that is “at least commensurate with the standards prescribed for the public schools.” ([People v. Levisen](#))

2. What materials, resources, recommendations or other help can ISBE provide?

The Illinois State Board of Education does not provide recommendations for materials or provide assistance with planning a home school curriculum. However, we have prepared a list of resources that may be helpful to view, if parents or guardians are unsure where to start.

[Please click here for the list of home school resources.](#)

3. Is there an application or registration process that must be completed before I start home schooling?

No. The state of Illinois **does not** require parents to register before they begin home schooling. The state does offer a voluntary registration process, which parents are encouraged to complete by filling out the following [ISBE Home Schooling Registration Form](#). Please note that ISBE does not provide confirmation or issue letters of registration for parents who choose to complete the voluntary registration form.

Parents or guardians are encouraged to send the same form to their Regional Office of Education. You can find your Regional Office of Education by searching for your county on the [Regional Office of Education Directory](#).

4. My child is currently attending a public school. Is there a formal procedure I must follow to withdraw before I begin to home school?

While there is no formal procedure mandated by state law, parents or guardians should notify the public school of their intent to home school. Failure to do so may result in the public school marking the student absent and eventually referring the student to a truancy officer.

ISBE highly recommends that you give the public school a dated letter (keeping copies for your records) that states you will be withdrawing your student and intend to home school. We also recommend including a copy of the [ISBE Home Schooling Registration Form](#) (please see #2) along with your letter to show that you are aware of your obligations as a parent.

In addition to the public school, parents or guardians are encouraged to send the same letter and form to their Regional Office of Education. You can find your Regional Office of Education by searching for your County on the [Regional Office of Education Directory](#).

5. Does my child have to take standardized tests?

No. If you choose to administer tests to assess academic progress you are not required to submit the results to any school official or state agency.

If you wish to administer a private test there are some options you may want to consider:

- [The Iowa Test of Basic Skills](#)
- [The Stanford Achievement Test \(Stanford 10\)](#)
- [The California Achievement Test](#)
- [Other Tests](#)

6. Eventually, I want to send my child back to public school. What should I know?

If you decide to re-enroll the student in public school after a period of home schooling, the public school enrolling the student will make a determination of grade placement. The school may administer a test to the student or ask for proof of the material covered during the period of home schooling. ISBE highly recommends that parents keep in close communication with the public district in which they intend to enroll or re-enroll the student. By doing so, you can ensure that your child will be ready for whatever assessment will be used and therefore placed in the grade level that matches the student's academic ability. Moreover, for high school students entering a public school it is critical that parents can demonstrate proof that a student has earned credits during the home school process for classes required for graduation.

Finally, parents or guardians should know their rights in grade placement. A district may not make a placement decision that is unreasonable or arbitrary. For example, a public school cannot require a home school program to be "registered" or "recognized" through the State Board of Education since the School Code excludes home schools from this voluntary process. A method of grade placement (such as the use of contemporary testing) that treats all students in the same way whether entering from nonpublic schools in Illinois or from public and nonpublic schools in other states would be a reasonable policy for a district to adopt.

7. Do I need to submit my student's work to the public school or to ISBE?

Typically, no. There are three situations in which you might be asked to show proof of the work your child has done.

- A.) You have been accused of not meeting the requirements listed in Question #1. In this case, a truancy officer may contact you and investigate your home school program.
- B.) You are enrolling your child in public school and need to demonstrate your child's academic level.
- C.) It may be helpful to have student records when applying for a college or university.

Outside of the above situations, you are not required to submit tests, homework, projects, grades, or any other materials to a school, district, or to ISBE.

8. May a home-schooled student take assessment tests such as the Illinois Assessment of Readiness, PSAT, SAT, etc. at nearby public schools?

No. Achievement tests such as Illinois Assessment of Readiness are a diagnostic tool for measuring the quality of public education in Illinois as it relates to the learning standards set by the Illinois State Board of Education. Private schools/home schools may not follow the same learning standards, and therefore PARCC would not be an accurate measure of academic achievement for these students.

For the PSAT 8/9, PSAT 10, and SAT, the Illinois State Board of Education has contracted with College Board for the purposes of administering these tests as the state's accountability assessments. Home school students are not covered by ISBE's contract, as they are not considered to be public school students. The College Board reserves the dates of administration for schools established under that contract, and the eligible students/grade levels served at those schools. The College Board provides materials to schools for the administrations based on the number of students registered by the State. Schools do not have the ability to order additional material and register students outside of this registration process.

While home school students are not eligible to participate during the state contract administrations at established schools, there are several alternative options available for them to participate:

- Home school students may participate in PSAT 8/9 and PSAT 10 at schools that are not part of the state contract (e.g. private and religious schools) that order the tests online for an April administration.
- Since fall testing (PSAT 8/9: September 23, 2019-March 27, 2020; PSAT/NMSQT: October 16, 2019, SAT School Day: October 16, 2019) is not a part of the state contract, home school students are able to participate in testing at their local public school, provided the school is willing to host the student and has enough personnel resources.
- Home school students are able to register for a national administration of the SAT on a Saturday.

Lastly, students are able to create an account on Khan Academy and use the Official SAT Practice platform to prepare for the SAT. There are 8 full-length practice tests on satpractice.org. There are two full-length PSAT 10 practice tests on The College Board's website as well which include scoring keys and answer explanations: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-tests>

9. May a home-schooled student take AP exams at a nearby public school?

Possibly. Public school districts are under no obligation to order and administer AP exams for home-schooled students. However, some public schools may still be willing to administer the exam. It is the responsibility of the parent or guardian to reach out to nearby AP Coordinators to find a school willing to administer the test. Please also keep the following points in mind:

1. Parents or guardians of home-schooled children cannot order their own AP exams independently through College Board. You must secure testing arrangements through an AP Coordinator.
2. Not all AP Coordinators are associated with public schools, which means testing sites may be available at private, or parochial schools.
3. **The deadline for ordering AP exams will be changing in the 2019-2020 year, which will require home-school students to submit their requests to AP Coordinators no later than November 15th.**
 - a. By no later than October 1, students should contact AP Services for Students (888-225-5427 or apstudents@info.collegeboard.org) to get the names and phone numbers of local AP coordinators who have indicated a willingness to test outside students.
 - i. The preferred order date for exams is October 4. Your AP Coordinator may order before or after this date so you are encouraged to reach out as soon as possible.
 - b. By no later than November 1, students should contact those AP coordinators to inquire about testing at the coordinator's school.
 - i. The final date to order tests is November 15th. Your AP Coordinator may order before this deadline so you are encouraged to reach out as soon as possible.
 - c. If the school agrees to administer exams to your child:
 - i. Ask when and where the exam will be administered.
 - ii. Let the coordinator know if your child will need special testing accommodations.
4. Please see [this handout from College Board](#) for pricing, fees, and deadlines.
5. Home-schooled students are not currently eligible to participate in [AP Capstone](#).

For more information, please see the following links:

- AP Homeschool Resources: collegeboard.org/homeschool-ap2019
- AP Course Audit for Homeschool Providers: collegeboard.org/homeschool-audit
- AP Course User Guide (PDF): collegeboard.org/audit-user-guide
- AP Exam Registration: <https://apstudents.collegeboard.org/register-for-ap-exams>
- College Planning for Homeschoolers collegeboard.org/college-planning-homeschoolers

10. Is there financial assistance available to help with the costs of home-schooling?

No. The State of Illinois does not provide financial assistance to parents seeking to home school nor are we aware of any other organizations providing this type of funding.

11. Who else can I contact for help with home schooling?

If you are seeking additional help with home schooling, there are some other options for you to explore:

- Contact your [Regional Office of Education](#). Many home school groups are locally organized, and your Regional Office of Education may know of nearby groups to help.
- Contact your local library and ask if they have home school resources or programs. Also ask about the names of any home school groups in the area.
- The following organizations may have useful information*:
 - [Coalition for Responsible Home Education](#)
 - [Chicago Home School Network](#)
 - [National Home School Association](#)
 - [National Black Home Educators](#)

*The opinions and views of the above organizations do not necessarily reflect those of the Illinois State Board of Education.

12. Can a student attend public school part-time while being home-schooled?

Yes. Students may attend their local public school part-time under the following conditions set forth in the School Code (Section 10-20.24):

- The request was made by May 1st of the **previous** school year.
- There is enough space available in the school
- The public school is located in the district where the student lives
- The course or courses you have request are part of the school's regular curriculum

(Special education is covered in #16)

13. May a home-schooled student take driver's education through their local public school?

Yes. Illinois school law requires that school districts teaching grades 9 through 12 shall provide the classroom course and driving portion of driver's education to eligible home-schooled students in the district. A student is eligible under the following conditions set forth in the School Code (Sections 27-24.2 and 27-24.4):

- The parent or guardian of the home-schooled student must notify the local public district by April 1st of the name of the home-schooled student who wishes to take the driver's education course during the next school year.
- The parent or guardian of the home-schooled student must provide evidence to the public school that the student has received a passing grade in at least eight courses during the previous two semesters.

14. May a home-schooled student participate in extracurricular activities or interscholastic athletics through the student's district of residence?

In general, no. Public schools have no obligation to make extracurricular activities, including athletics, open to students being home-schooled. There is, however, one exception in the case of a student attending a public-school part time who is enrolled in a course that **requires** an extracurricular component. For example, a home-schooled student enrolled in Band at a local public school would be allowed to attend Band practice after school **if after school practice was a required part of the course.**

Regarding athletics, many Illinois public elementary and high schools belong to intramural sports organizations, i.e., the Illinois Elementary School Association (IESA) or the Illinois High School Association (IHSA). Both organizations have specific bylaws that limit the conditions under which home-schooled students may participate in interscholastic athletics.

- [Illinois Elementary School Association](#) (Section 2.034)
- [Illinois High School Association](#)

15. My student receives special education services at his public school. Will there be any change in services if he withdraws to enter home-schooling? What changes might be expected?

One important point to keep in mind in the case of a student placed in a private school, which includes home schooling by the parents: the services the student will receive in the private school/home-school will often be less than the services the student would receive if the student were attending a public school with an IEP. This is because, under Federal law, districts are only required to spend a portion of their Federal special education funds on students with disabilities in private school. Called “proportionate share,” this sum is usually much smaller than the overall funding a district can spend on students with disabilities within the public schools. In addition, when proportionate share funds run out during the school year, a district can choose to end services for the rest of the school year.

Unlike students in public schools, students with disabilities in private schools/home schooling are not entitled to an IEP. Instead, districts will often provide an Individual Services Plan or “ISP” to students with disabilities who will be receiving services from the school district during the school year. An ISP is a much less detailed document that often will only describe the types of service being provided, the frequency of the services, and the location where those services will be provided. If appropriate, the district might also add a goal or short-term objective, but this is not required in all cases.

To find out what kinds of service a school district will be providing to private school /home school students, a parent should contact the administrative offices of the district where the private school is located. District administration will be able to provide parents with an outline of the services, as well as information on how to contact the district about the Child Find and Evaluation process.

In addition, the district may periodically invite parents to attend a meeting called “Timely and Meaningful Consultation,” sometimes simply called “TMC.” Such a meeting is required to take place in every district in which a private school/home school student is located throughout Illinois. The meeting is typically held annually (although districts can conduct them more frequently if districts choose or if circumstances might require an additional meeting). TMC meetings must, under Federal rules, involve representatives of the private schools/home school as well as “parent representatives” of private school parents and students. These meetings will typically outline the amount of “proportionate share” funding the district has for the school year, as well as the types of service the district plans on providing during the year.

Parents of private school/home schooled students have limited grounds to file complaints with the Illinois State Board of Education (ISBE) or to request a due process hearing. If a parent of a private school/home schooled student wishes to file a complaint, Federal rules state that the parent is limited to filing a complaint regarding the district’s conduct of the “Timely and Meaningful Consultation”

process described in the previous subsection. Federal rules also limit the grounds on which parents can file for due process. Under these rules, parents may only file for due process to challenge a district's decision either to find (or not find) a student eligible for special education services *of any kind* (see sidebar, "Important Reminder" for more information). Please see [Parent Guide - Educational Rights and Responsibilities: Understanding Special Education in Illinois](#) for detailed information regarding special education in Illinois.

16. May a home-schooled student who receives some special education services also attend a public school on a part-time basis? If so, what services will the student receive?

The School Code does permit private school students who are eligible to receive special education services to attend a public school on a part-time basis (see Section 14-6.01 of the School Code). Students who are eligible to receive special education may attend public schools in their districts of residence and receive services through an IEP offered by the district. In order to qualify for an IEP, students must attend the public schools for a minimum of one instructional subject.

Students who meet this requirement are eligible to receive IEP services to the extent they are actually in attendance in the public-school setting. However, parents should realize that the extent of services their children may receive may not be the same amount of service they would receive as full-time public students.

17. My home-schooled student is completing the equivalent of 8th/12th grade. Is the student entitled to receive an 8th/12th grade diploma from their local public school and/or take part in the graduation program?

No. Since your student is being home-schooled, the student has no legal right to participate in public school graduation ceremonies or receive a diploma. A student must be enrolled full time at a public district and satisfy all graduation requirements to be eligible to participate in graduation ceremonies and receive a diploma.

18. Can a home-schooled student return for the 12th grade and graduate?

Yes. If the public school determines that the combination of credits awarded for work done at the home school and credits earned in an accredited private or public school meet state graduation requirements and if the student passes any other reasonable requirements after re-enrolling in the public school.

19. How do I know when my student is ready to graduate or move to the next grade level?

As the administrator of your home school, you will have to make this decision. ISBE does not provide guidance or recommendations for instructing and evaluating students in home school programs.

You should be aware that while you do have freedom to decide grade level progression and graduation requirements, employers, the military, vocational and trade schools, colleges and universities may have course requirements. We encourage you to design your home school curriculum to meet the requirements of the employer, school, or organization that you will be applying to after graduation.

20. How do colleges evaluate the work of a student whose high school diploma was received through a private home school?

Many colleges or universities have procedures for admitting home-schooled students and for assessing their background. Please see the following links for more information:

- [University of Illinois Home School FAQ](#)
- [US News: How Home Schooling Affects College Admissions](#)
- [Khan Academy: What's different about applying to college as a homeschooler?](#)
- [How to Obtain a Home School Transcript](#)
- [Creating a Home School Transcript](#)

Request for Leave of Absence

Employee must fill out the Request for Leave of Absence and return it to the Human Resources Office.

Employee's doctor must fill out the Certification of Health Care Provider and return it to Human Resources. If the leave of absence (LOA) is for a family members, the employee must call the Human Resources office for the appropriate paperwork.

Human Resources will review the employee's position and history to determine if the employee is eligible for Family Medical Leave (FMLA).

Human Resources will notify the employee in regards to FLMA status and will provide follow-up paperwork to the employee.

Human Resources will enter and track time off in Skyward.

Building administration is responsible for AESOP set up for all leaves of absences.

Building administration must forward all work status reports or doctors notes to the Human Resources office.

Micro-credentialing

For the 19-20 school year the District will continue to fund a Micro-Credentialing Program. KSD111 believes that successful growth is accomplished when the culture of the school supports the day to day learning of educators engaged in continually perfecting their craft. It is imperative that we align our learning opportunities to the District Goals.

Liker and Meier (2007) studies show that three important components to a culture of learning are: identifying critical knowledge, transferring knowledge using job instruction and verifying learning and success.

KSD111 developed this program to provide educators an opportunity to invest and give back to our District by sharing the knowledge and wisdom that is gained in the experiences we have every day in our schools and community. This program will be funded by Title II.

Take Flight Academy is designed to :

- Foster leadership amongst staff
- Build capacity for innovation
- Create experts and supports in areas of interest
- Provide on-going support for instructional practices

Recognition of Participation

An educator who completes any of the district offered credentials will receive 1 internal credit per hour. Educators also receive a payment of \$25.00 for each hour of credit completed. It is important to note that a “credit” is not equal to the amount of “seat- time” needed to complete the course. For example, 4 hours of credit equates roughly to 4 hours of seat time and an additional 4 hours of outside preparation or action based research work. Think of it like a college credit- you may receive 3 Hours of college credit for a class but spend much more time in a seat or completing homework and projects.

We are working to create experts in a focused, self-chosen area of interest.

4 hours of credit (at least 4 hours of Seat time and at least 4 hours of application / product development)= paid registration and covered expenses to participate in related out of district workshops or conferences relating to the area the credit was obtained in. NOVICE DIGITAL BADGE Step 1

8 Hours of credit (at least 8 hours of seat time and at least 8 hours of application / product development)=) paid registration and covered expenses to related in State - level workshops or State conferences relating to the area the credit was obtained in. INTERMEDIATE DIGITAL BADGE Step 2

24 Hours of Credit (at least 24 hours of seat time and at least 24 hours of application / product development)= paid registration and covered expenses to participate in related in National-level workshops or National conferences relating to the area the credit was obtained in.

EXPERT DIGITAL BADGE STEP 3

19-20 Areas of Focus:

- Blended Learning
- College and Career Ready
- Classroom Environment
- Classroom Management
- Data Analysis
- Literacy Strategies
- Math Strategies
- Restorative Practices
- Technology
- Trauma Informed Instruction
- Writing Strategies
- Strategies for working with EL's

Application of Knowledge:

All coursework includes an action based research project/ performance task. This is an opportunity for the participant to continually evolve his/her own professional practice and to share experiences with others in the District.

Who can Create a Course:

Anyone can create a course if you are willing to share your time, knowledge, talent, and learnings with others. Course creation will be available through our Performance Matters site. Please see Student Support Services or Instructional Programs for more information. Presenters will culminate hours as well a payment for facilitating and planning courses - 1 Credit per Hour Course and a payment of \$100 per credit hour once the course is completed and evidence of student work has been uploaded and reviewed. Course Credit is determined by hours of seat time and hours of application / product development.

These credits can be applied to a digital badge in *Designing For Adult Learning*. Check out the teacher as designer competencies here -

<https://docs.google.com/document/d/195aL38NDmvAK1oB8xmiNbPe1iGRdBMXqRRN3nNKeUzQ/edit?usp=sharing>

A rubric for course approval is located here

https://docs.google.com/spreadsheets/d/1b6JDEBwRd76sNO2kxYi0B2_mWgdf_20uS1qku_DkSM8/edit?usp=sharing

References

Liker, J& Meier, D. (2007). *Toyota Talent*. New York:Mc-Graw-Hill
West Aurora District 129



Illinois State Board of Education

Illinois State Board of Education School-Parent Compact Checklist (Checklist with Examples of Required Documentation)

Title I, Section 1116 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

School: _____
School should give additional attention to the following areas:

| Met Not Met NA | Indicator | Documentation | Notes |
|--|---|---|-------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>1. Provide all parents of Title I students the opportunity to be involved in the joint development of the school-parent compact.</p> <p><i>Section 1116 (d)</i></p> | <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>2. Outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.</p> <p><i>Section 1116 (d)</i></p> | <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |

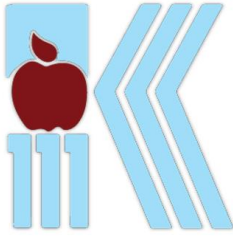
| Met | Not Met | NA | Indicator | Documentation | Notes |
|--------------------------|--------------------------|--------------------------|--|---|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>3. Identify and describe the district and school academic achievement goals for the school year. (It is recommended to limit the academic goals to one or two areas of highest academic need and a fundamental academic focus area).</p> <p><i>Section 1116 (d)</i></p> | <p><input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties.</p> <p><input type="checkbox"/> Dated meeting agendas</p> <p><input type="checkbox"/> Dated meeting minutes</p> <p><input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role)</p> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>4. Describe the ways in which the school will provide parents with strategies/activities to assist their child with the high-quality curriculum and instruction delivered in the school's supportive and effective learning environment that enables the child to meet the State's student performance standards.</p> <p><i>Section 1116 (d)(1)</i></p> | <p><input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties</p> <p><input type="checkbox"/> Dated meeting agendas</p> <p><input type="checkbox"/> Dated meeting minutes</p> <p><input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role)</p> <p><input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages</p> <p><input type="checkbox"/> Pictures, presentations, or handouts</p> <p><input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts</p> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>5. Describe the ways in which parents will be responsible for supporting their children's learning.</p> <p><i>Section 1116 (d)(1)</i></p> | <p><input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties</p> <p><input type="checkbox"/> Dated meeting agendas</p> <p><input type="checkbox"/> Dated meeting minutes</p> | |

| Met Not Met NA | Indicator | Documentation | Notes |
|--|--|--|-------|
| | | <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Describe the ways in which students will be responsible for their learning. <i>Section 1116 (d)(1)</i> | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum : a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages <input type="checkbox"/> Evidence that the school-parent compact was shared and utilized as a tool with all Title I parents | |

| Met | Not Met | NA | Indicator | Documentation | Notes |
|--------------------------|--------------------------|--------------------------|--|--|-------|
| | | | <p>b. Frequent reports to parents on their children's progress.</p> <p>c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.</p> <p><i>Section 1116 (d)(2)(A)(B)(C)</i></p> | <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>8. Distribute a copy of the school-parent compact to parents, students, and school representative for signature and review.</p> <p>All compacts must be signed and dated by each parent, student, and a school representative.</p> | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated sign-in sheets (indicating person's role and/or title) <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Flyers, invitations, marquee, Web page | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>9. Develop a process for revising the compact annually with all parents of Title I students having the opportunity to provide input.</p> <p>Current school year as well as revision date (M/D/Y) must be listed on the school-parent compact.</p> | <input type="checkbox"/> Copies of school-parent compacts with revision date (M/D/Y) and school year date signed by all required parties <input type="checkbox"/> Written procedure for school and parents to create, revise, and sign the compacts <input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Dated meeting minutes <input type="checkbox"/> Dated sign-in sheets (indicating person's title and/or role) <input type="checkbox"/> Pictures, presentations, or handouts <input type="checkbox"/> Newsletters, flyers, invitations, Web site announcements, recorded messages | |

Illinois State Board of Education
 Title Grants Administration
 October 2018 • Page 5 of 5

**Kankakee School
District #111**

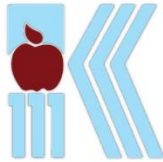


**2019-2020
Parent & Student
Handbook**

[June 2019]

[Parent Handbook - English](#)

**Distrito Escolar
de Kankakee No. 111**



**Manual Para Padres
y Estudiantes**

2019-2020

[Parent Handbook - Spanish](#)

2019/20 Payroll Cut –Off –Dates

| <u>WORK PERIOD</u> | <u>TIMESHEETS DUE TO PAYROLL</u> | <u>PAYDATE</u> |
|-----------------------------|----------------------------------|----------------------------|
| July 1 - July 15 | July 17 | July 31 st |
| July 16 – July 31 | August 2 | August 15 th |
| August 1- August 15 | August 19 | August 30 st |
| August 16- August 31 | September 3 | September 13 th |
| September 1 – September 15 | September 17 | September 30 th |
| September 16 – September 30 | October 2 | October 15 th |
| October 1 – October 15 | October 17 | October 31 st |
| October 16 – October 31 | November 4 | November 15 th |
| November 1 – November 15 | November 19 | November 26 th |
| November 16- November 30 | December 3 | December 13 th |
| December 1 – December 15 | December 16 | December 20 st |
| December 16 – December 31 | January 8 | January 15 th |
| January 1 – January 15 | January 17 | January 31 st |
| January 16 – January 31 | February 4 | February 14 th |
| February 1 – February 15 | February 19 | February 28 th |
| February 16 – February 28 | March 4 | March 13 th |
| March 1 – March 15 | March 17 | March 31 st |
| March 16 – March 31 | April 2 | April 15 th |
| April 1 – April 15 | April 17 | April 30 th |
| April 16 – April 30 | May 4 | May 15 th |
| May 1 – May 15 | May 19 | May 29 st |
| May 16 – May 31 | June 9 | June 15 th |
| June 1 – June 15 | June 17 | June 30 th |
| June 16 – June 30 | July 2 | July 15 th |
| July 1 – July 15 | July 17 | July 31 st |

Reimbursement Expectations

Please read below for some reminders regarding expectations for expense reimbursement.

In order to receive a reimbursement, you must show proof of an itemized receipt. Receipts showing only the total cost will not be accepted.

The following expenses will never be reimbursed:

- Alcohol
- Tobacco
- Snacks
- Gasoline (Putting gas in your personal car)
- Purchases for non-Kankakee School District employees
- Extra charges for your hotel room (i.e. snack bar)
- Taxes

If you are purchasing supplies, you must receive pre-approval from your supervisor.

Using a District P-Card or getting reimbursed for purchases should only be used as a last resort and in case of emergency.

Mileage

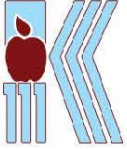
If you are required to drive your personal vehicle to a conference, you may receive a per-mile reimbursement for an amount equal to the IRS approved rate.

In order to receive reimbursement, you must turn in documentation showing the distance traveled to the conference. You should use either the location of your school or the location of your home to calculate mileage (whichever is closer).

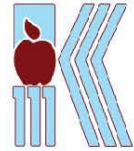
Under no circumstance will you receive reimbursement for gasoline that you put in your car.

Conference

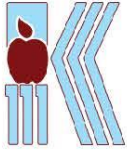
- If you are attending a one day conference, only lunch could be approved.
- If you are attending a multi-day conference, meals will be reimbursed based on the rates below. The rates should include the tip.
 - If you are eating multiple meals, you will be reimbursed for up to \$40 per day.
 - If you are eating one meal, you will be reimbursed for the following:
 - Breakfast - \$10
 - Lunch - \$15
 - Dinner - \$25
- If the conference provides meals for its participants, then you will not be permitted to receive reimbursement for that meal.



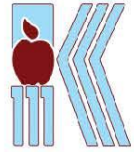
KANKAKEE SCHOOL DISTRICT NO. 111
~ 2019-2020 SCHOOL YEAR ~
Progress Report/Report Card Calendar



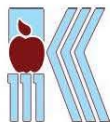
| <u>2019-2020</u> | | | | | <u>Progress Report/Report Card</u> | <u>Grade Level</u> |
|-------------------------|----------|----------|----------|----------|---|---------------------------|
| August | | | | | <p>Teachers August 15, 2019 School begins - Full Day August 19, 2019</p> | All |
| M | T | W | T | F | | |
| | | | 1 | 2 | | |
| 5 | 6 | 7 | 8 | 9 | | |
| 12 | 13 | 14 | 15 | 16 | | |
| 19 | 20 | 21 | 22 | 23 | | |
| 26 | 27 | 28 | 29 | 30 | | |
| September | | | | | <p>Progress Reporting Period Ends - September 18, 2019 Progress Reporting Window - September 13 - 20, 2019</p> <p><i>Will not send home</i></p> | All |
| M | T | W | T | F | | |
| 2 | 3 | 4 | 5 | 6 | | |
| 9 | 10 | 11 | 12 | 13 | | |
| 16 | 17 | 18 | 19 | 20 | | |
| 23 | 24 | 25 | 26 | 27 | | |
| 30 | | | | | | |
| October | | | | | <p>End of Quarter - October 18, 2019 Report Cards grade entry - October 11 - 23, 2019</p> <p>Report Card Distribution - K-2 Print and Mail - October 23, 2019 3-12 Sent Electronically - October 23, 2019</p> <p>Student Intervention Days - October 24 & 25, 2019</p> | All |
| M | T | W | T | F | | |
| | 1 | 2 | 3 | 4 | | |
| 7 | 8 | 9 | 10 | 11 | | |
| 14 | 15 | 16 | 17 | 18 | | |
| 21 | 22 | 23 | 24 | 25 | | |
| 28 | 29 | 30 | 31 | | | |
| November | | | | | <p>Progress Reporting Period Ends - November 15, 2019 Progress Reporting Window - November 11 - 22, 2019</p> <p><i>Will not send home</i></p> | All |
| M | T | W | T | F | | |
| | | | | 1 | | |
| 4 | 5 | 6 | 7 | 8 | | |
| 11 | 12 | 13 | 14 | 15 | | |
| 18 | 19 | 20 | 21 | 22 | | |
| 25 | 26 | 27 | 28 | 29 | | |
| December | | | | | <p>End of 2nd Quarter/1st Semester - December 20, 2019 Grading Window - December 11, 2019 - January 6, 2020</p> | All |
| M | T | W | T | F | | |
| 2 | 3 | 4 | 5 | 6 | | |
| 9 | 10 | 11 | 12 | 13 | | |
| 16 | 17 | 18 | 19 | 20 | | |
| 23 | 24 | 25 | 26 | 27 | | |
| 30 | 31 | | | | | |



KANKAKEE SCHOOL DISTRICT NO. 111
~ 2019-2020 SCHOOL YEAR ~
Progress Report/Report Card Calendar



| 2019-2020 | Progress Report/Report Card | Grade Level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------------|-------------|----|----|---|----|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|-----|
| <div>January</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table> | M | T | W | T | F | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 | <div>Grading Window Closes – January 6, 2020</div> <div>Report Card Distribution – K-2 Print and Mail – January 8, 2020 3-12 Sent Electronically – January 8, 2020</div> <div>School Begins – All Students – January 7, 2020</div> | All |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>February</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr></table> | M | T | W | T | F | | | | | | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | <div>Progress Reporting Period Ends – February 7, 2020 Progress Reporting Window – January 31, 2020 – February 14, 2020</div> <div>Will not send home</div> | All |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>March</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td></tr></table> | M | T | W | T | F | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | | | | <div>End of Quarter – March 13, 2020 Report Cards grade entry – March 9- March 18, 2020</div> <div>Report Card Distribution - K-2 Print Report Cards and Mail – March 18, 2020 3-12 – Sent Electronically – March 18, 2018</div> <div>Student Intervention Day – March 19 & 20</div> | All |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>April</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr></table> | M | T | W | T | F | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | | <div>Progress Reporting Period Ends – April 24, 2020 Progress Reporting Window –April 20 – April 29, 2020</div> <div>Will not send home</div> | All |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>May</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr></table> | M | T | W | T | F | | | | | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | <div>End of 4th Quarter/2nd Semester – May 28, 2020 Grading Window –May 8, 2020 – June 2, 2020</div> <div>Report Card Distribution - K-2 Print Report Cards and Mail – June 3, 2020 3-12 – Sent Electronically – June 3, 2018</div> | All |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>June</div> <table><tr><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th></tr><tr><td>13</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td></tr></table> | M | T | W | T | F | 13 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | | | | | All |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



KANKAKEE SCHOOL DISTRICT NO. 111 **SCHOOL CALENDAR ~ 2019-2020 SCHOOL YEAR**

School Begins.....August 19 School Ends.....May 28

| MONTH | HOLIDAYS VACATIONS & WORKSHOPS | DAYS IN SESSION | INSTITUTE DAYS | PARENT/TEACHER CONFERENCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------------|--------------------|-------------------|-------------------------------|----|----|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---------------|--------------|--------------|
| <div><div>JULY '19</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr></table></div> | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | <div>July 4.....Independence Day (Holiday)</div> | <div>0</div> | <div>0</div> | <div>0</div> |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div><div>AUGUST '19</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table></div> | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | <div>Aug 15-16.....Institute Days (No School)</div> <div>Aug 19.....First Day of School for Students (Full Day of School)</div> <div>Aug 21.....School Improvement Day (Learning Anywhere, Anytime Day)</div> | <div>10</div> | <div>2</div> | <div>0</div> |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div><div>SEPTEMBER '19</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr></table></div> | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | <div>Sept 2.....Labor Day (Holiday – No School)</div> <div>Sept 11.....School Improvement Day (Learning Anywhere, Anytime Day)</div> | <div>20</div> | <div>0</div> | <div>0</div> |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div><div>OCTOBER '19</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table></div> | S | M | T | W | Th | F | S | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | <div>Oct 9.....School Improvement Day (Learning Anywhere, Anytime Day)</div> <div>Oct 14.....Columbus Day (Holiday-No School)</div> <div>Oct 18.....End of 1st Quarter (43 days)</div> <div>Oct 24.....Student Intervention Day</div> <div>Oct 25.....Student Intervention Day</div> | <div>22</div> | <div>0</div> | <div>0</div> |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div><div>NOVEMBER '19</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr></table></div> | S | M | T | W | Th | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | <div>Nov 11.....Veterans Day (Holiday-No School)</div> <div>Nov 13.....School Improvement Day (Learning Anywhere, Anytime Day)</div> <div>Nov 27-29.....Thanksgiving Vacation (No School)</div> | <div>17</div> | <div>0</div> | <div>0</div> |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div><div>DECEMBER '19</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table></div> | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | <div>Dec 11.....School Improvement Day (Learning Anywhere, Anytime Day)</div> <div>Dec 20, End of 2nd Quarter.....(41 days)</div> <div>Dec 20, End of 1st Semester.....(84 days)</div> <div>Dec 23-Jan 3.....Holiday Break (No School – 10 days)</div> | <div>15</div> | <div>0</div> | <div>0</div> |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| MONTH | HOLIDAYS VACATIONS & WORKSHOPS | DAYS IN SESSION | INSTITUTE DAYS | PARENT/TEACHER CONFERENCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------------|--------------------|-------------------|-------------------------------|----|----|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|----|---|---|--|--|--|--|----|---|---|
| JANUARY '20 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table> | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | Jan 6Institute Day (No School) Jan 7School Resumes Jan 20.....M.L. King's Birthday (Holiday-No School) | 18 | 1 | 0 | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FEBRUARY '20 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr></table> | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | Feb 12.....School Improvement Day (Learning Anywhere, Anytime Day) Feb 17.....Presidents' Day (Holiday-No School) | 19 | 0 | 0 | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MARCH '20 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table> | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | March 2.....Casimir Pulaski Day (Holiday-No School) March 11.....School Improvement Day (Learning Anywhere, Anytime Day) March 13.....End of 3 rd Quarter (46 days) March 19.....Student Intervention Day March 20.....Student Intervention Day March 23-March 27.....Spring Break (No School-5days) | 16 | 0 | 0 | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| APRIL '20 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr></table> | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | April 8.....School Improvement Day (Learning Anywhere, Anytime Day) April 10 & 13.....Students Not in Attendance | 20 | 0 | 0 | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MAY '20 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | S | M | T | W | Th | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | May 13.....School Improvement Day (Learning Anywhere, Anytime Day) May 25.....Memorial Day (Holiday-No School) May 28.....Last Day of School (Full Day of School) End of 4 th Quarter (46 days) End of 2 nd Semester (92 days) May 29.....Institute Day (No School) | 19 | 1 | 0 |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JUNE '20 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr></table> | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | June 1- 5.....Emergency Days (5 days) June 5.....Last Day of Official Calendar | 0 | 0 | 0 | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | | 176 | 4 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Pupil Attendance Days Scheduled 176

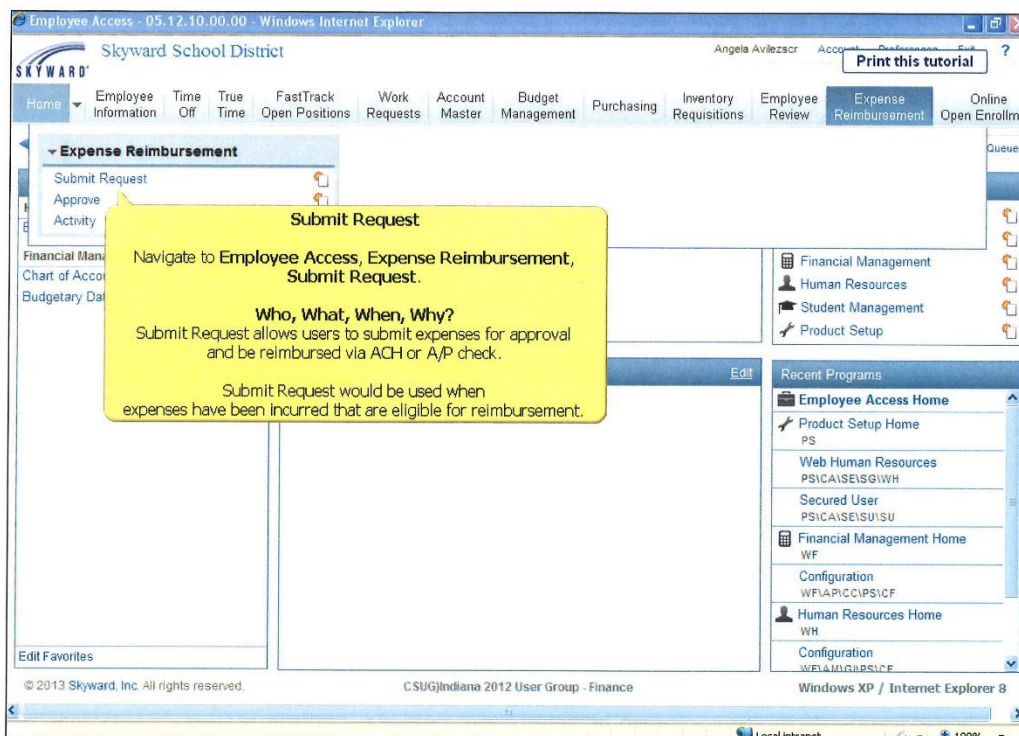
Institute Days 4

Parent/Teacher Conference Days 0

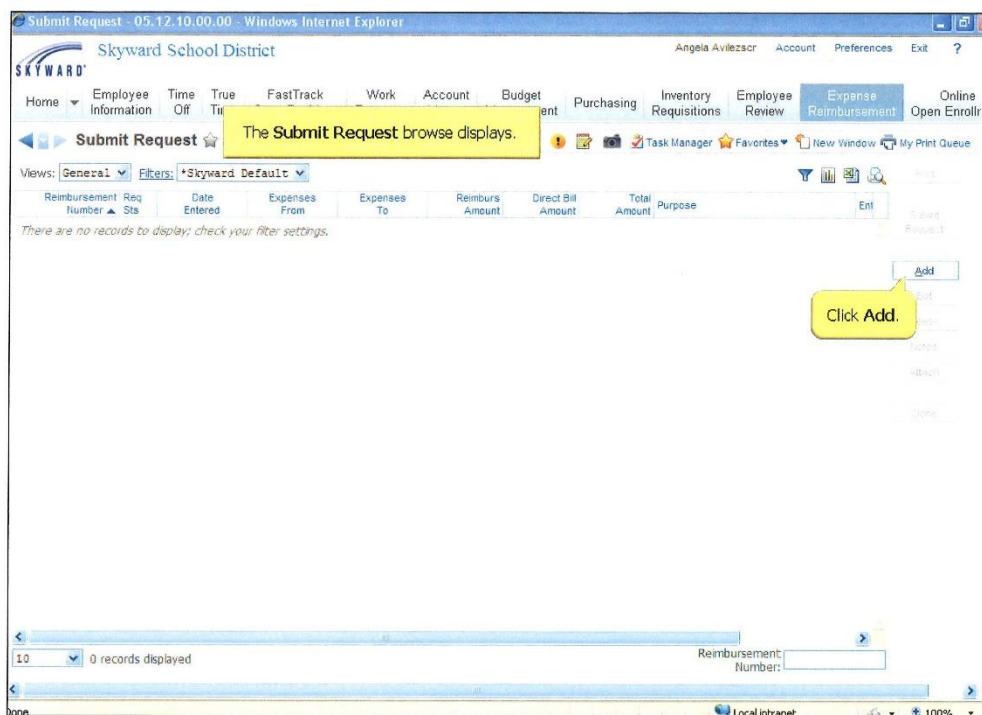
TOTAL NUMBER OF DAYS **180** (185 Days - with 5 emergency days)

Skyward Reimbursement Instructions

Slide 1 - Slide 1



Slide 2 - Slide 2



Slide 3 - Slide 3

Submit Request - 05.12.10.00.00 - Windows Internet Explorer

Skyward School District

Angela Avilezscr Account Preferences Exit ?

Home Employee Time Expense Online Enrollr

Expense Reimbursement Request Maintenance - 05.12.10.00.00 - Windows Internet Explorer

Expense Reimbursement Request Maintenance

Reimbursement For: Avilezscr, Angela A

* Expenses From: 03/11/2013 * To: 03/11/2013

* Purpose for Reimbursement: Conference

Reimbursement payment option: Paid via AP ACH. If AP ACH is not setup you will receive a Paper Check.

District Payment Reimbursement Information: carol@somewhere.com

Check Spelling Save Back

Asterisk (*) denotes a required field

10 0 records displayed

Reimbursement Number:

Slide 4 - Slide 4

Submit Request - 05.12.10.00.00 - Windows Internet Explorer

Skyward School District

Angela Avilezscr Account Preferences Exit ?

Home Employee Time True FastTrack Work Account Budget Purchasing Inventory Employee Expense Online

Expense Reimbursement Request Maintenance - 05.12.10.00.00 - Windows Internet Explorer

Expense Reimbursement Request Maintenance

Expense Reimbursement Information

Reimbursement For: Avilezscr, Angela A

Expenses From: 03/11/2013 To: 03/11/2013 1 Day

Purpose for Reimbursement: Conference

Reimbursement payment option: Paid via AP ACH. If AP ACH is not setup you will receive a Paper Check.

Total Reimbursement Amount:

Expense Reimbursement Detail

Views: General Filters: # Date Type

There are no records to display

Edit Master Notes * Attachments

Save and Finish Later

Expense Reimbursement Information

The Edit Master link allows you to return to the previous screen and modify the request.

The Notes link allows you to enter a note regarding the request.

The Attachments link allows you to attach receipts or other pertinent documentation to the request.

The Submit for Approval button is inactivated until the detail is completed.

The Save and Finish Later button is active and allows you to save and return to finish the request later.

Add

Exit

Cancel

Done

Mass Add Detail

Slide 5 - Slide 5

Submit Request - 05.12.10.00.00 - Windows Internet Explorer

Skyward School District

Angela Avilezscr Account Preferences Exit ?

Home Employee Time True FastTrack Work Account Budget Purchasing Inventory Employee Expense Online

Expense Reimbursement Request Maintenance - 05.12.10.00.00 - Windows Internet Explorer

Expense Reimbursement Request Maintenance

Expense Reimbursement Information

Reimbursement For: Avilezscr, Angela A

Expenses From: 03/11/2013 To: 03/11/2013 1 Day

Purpose for Reimbursement: Conference

Reimbursement payment option: Paid via AP ACH. If AP ACH is not setup you will receive a Paper Check.

Total Reimbursement Amount: \$0.00

Edit Master
Notes
* Attachments

Save and Finish Later

Expense Reimbursement Detail Lines

Views: General Filters: *Skyward Default

| # | Date | Type | Description/Customer | Quantity |
|--|------|------|----------------------|----------|
| There are no records to display; check your filter settings. | | | | |

Click Add to create the Detail Line(s) for this reimbursement request.

Mass Add Detail

Slide 6 - Slide 6

Submit Request - 05.12.10.00.00 - Windows Internet Explorer

Skyward School District

Angela Avilezscr Account Preferences Exit ?

Expense Reimbursement Request Detail Maintenance - 05.12.10.00.00 - Windows Internet Explorer

Expense Reimbursement Request Detail Maintenance

Expense Reimbursement Information

Expenses From: 03/11/2013 To: 03/11/2013 1 Day

Total Reimbursement Amount: \$30.00

The Expense Reimbursement Information carries forward from the previous screen.

Add Expense Reimbursement Detail Line

Line Number: 1

* Date: 03/11/2013 Monday

* Reimbursement Type: Meals PM

Category: Meals

Quantity: 1

Amount: \$30.00 (Maximum)

Total Amount: \$30.00

* Description/Customer: Required to stay for dinner - attended evening

Receipt Attached ☐ Direct Bill/Do not Reimburse ☐

Check Spelling
Save
Back

Detail Line Accounts

* Account: 0100 A 8000000 0000 000 000 - GENERAL FUND/cash/CASH/

Asterisk (*) denotes a required field

Enter the Detail Line information for the open fields.

Date - Enter the date of the expense.

Receipt Attached - Check if a receipt will be attached.

Direct Bill/Do Not Reimburse - Check if the entry is documentation for an expense that will be billed to the district, and should not be reimbursed.

Reimbursement Type - Use the drop-down to select the reimbursement type code. This code will determine the Quantity and Amount fields.

Quantity and Amount - These fields will be determined by the reimbursement type selected above.

Description/Customer - This is a free form field used to enter any necessary details for the expense.

Slide 7 - Slide 7

Submit Request - 05.12.10.00.00 - Windows Internet Explorer

Skyward School District

Expense Reimbursement Request Detail Maintenance - 05.12.10.00.00 - Windows Internet Explorer

Expense Reimbursement Request Detail Maintenance

Expense Reimbursement Information

Expenses From: 03/11/2013 To: 03/11/2013 1 Day

Total Reimbursement Amount: \$30.00

Add Expense Reimbursement Detail Line

Line Number: 1 ☐ Receipt Attached

* Date: 03/11/2013 Monday

* Reimbursement Type: Meals PM

Category: Meals

Quantity: 1

Amount: \$30.00

Total Amount: \$30.00

* Description/Customer: Required to stay for d

2. Click **Save** when done entering the Detail Line. Clicking **Back** will close without saving.

1. Detail Line Accounts

There are two ways to enter the account(s):

a) Click into the field and begin typing the account. The EEL will display the account(s) from which to choose.

b) Click on the **Account** link. This opens a list of all accounts from which to choose.

Detail Line Accounts

| * Account | Account Selection [?] | Amount | Percent |
|---|-----------------------|--------|---------|
| D100 A 8000000 0000 000 000 - GENERAL FUND/cash/CASH/ | | 30.00 | 100.00 |
| Total: | | 30.00 | 100.00 |

Asterisk (*) denotes a required field

Slide 8 - Slide 8

Submit Request - 05.12.10.00.00 - Windows Internet Explorer

Skyward School District

Expense Reimbursement Request Maintenance - 05.12.10.00.00 - Windows Internet Explorer

Expense Reimbursement Request Maintenance

Expense Reimbursement Information

Reimbursement For: Avilezscr, Angela A

Expenses From: 03/11/2013 To: 03/11/2013 1 Day

Purpose for Reimbursement: Conference

* Attachments

Reimbursement payment option: Paid via AP ACH. If AP ACH is not setup you will receive a Paper Check.

Total Reimbursement Amount: \$30.00

4. Click **Submit For Approval** when finished.

2. Detail line records can be **edited, deleted, or cloned.**

1. The detail line displays in the browse. Use the **expand/collapse** options to view the details of the record.

3. **Mass Add Detail** can be used to add multiple detail lines at the same time.

Expense Reimbursement Detail Lines

Views: General Filters: *Skyward Default

| # | Date | Type | Description/Customer | Quantity | Amount | Total Amount | C | R | D |
|---|------------|----------|---|----------|---------|--------------|---|---|---|
| 1 | 03/11/2013 | Meals PM | Required to stay for dinner - attended evening conference session | 1.0000 | 30.0000 | 30.00 | M | | |

Buttons: Add, Edit, Delete, Clone, Mass Add Detail

Slide 9 - Slide 9

Skyward School District

Angela Avilezscr

We value your feedback

Home Employee Information Time Off True Time FastTrack Open Positions Work Requests Account Master Budget Management Purchasing Inventory Requisitions Employee Review Expense Reimbursement Online Open Enroll

Submit Request

Views: General Filters: *Skyward Default

| Reimbursement Number | Req Sta | Date Entered | Expenses From | Expenses To | Reimbursement Amount |
|----------------------|---------|--------------|---------------|-------------|----------------------|
| 000000002 | APP | 03/11/2013 | 03/11/2013 | 03/11/2013 | 30.00 |

The reimbursement request displays in the browse and is **Awaiting Approval**.

An unapproved request can be **printed, edited, deleted, or cloned**.

Use the **Notes** and **Attach** buttons to add a note or attachment.

A request with a note or attachment will be flagged with an **asterisk** on the respective button.

This concludes the tutorial.

Print Submit Request Add Edit Delete Notes * Attach Clone

10 1 records displayed Reimbursement Number: LocalIntranet 100%

Call Kathy Hunger at extension 7751 in the Business Office if you have any questions or problems entering a reimbursement request in Skyward.

SUSPENSION HEARINGS INSTRUCTIONS

Occasionally parents will request a review of a suspension.

Prior to requesting a suspension hearing, the parent must exhaust all levels of appeal at the building level. After the parent has spoken with the principal, if still not happy with the decision, they may request a suspension review hearing.

The principal needs to be sure to explain to the parent/guardian that only the Board of Education can make the decision to reverse a suspension. This is done at a meeting of the Board of Education so a special board meeting is scheduled, the student will likely serve the full suspension issued. The result of a suspension hearing may expunge the suspension from the student's records but, because of processing time, if the decision is reversed, it rarely allows them to return to school prior to serving the suspension assigned.

Upon requesting the Suspension Review Hearing, the principal will contact the District Hearing Officer's assistant in the Instructional Programs Office to obtain possible dates/times for the hearing.

As soon as the date and time are determined, District Hearing Officer's assistant in the Instructional Programs Office is contacted to confirm the date/time, secure a conference room at Central Office and to prepare formal letters to the parent/guardian(s) of the student.

The administrator must complete and forward a *Summary of Student Discipline Suspension Review Hearing Information* report to the District Hearing Officers assistant.

Just like with the Expulsion Hearing process, the school district is required to give the parents/guardian copies of any documents that the District Hearing Officer or the Board of Education reviews during the hearing process. Attached is a checklist of items that will need to be submitted by the building to the District Hearing Officer's assistant 48 hours prior to the hearing. The District Hearing Officers assistant will create the hearing packet and make copies for the parents/guardian, District Hearing Officer and the Board of Education as needed.

Upon conclusion, the District Hearing Officer will complete a *Summary of Student Suspension Hearing* form for the Board of Education.

Once the Board has made a determination on the suspension hearing a final letter is sent to the parents/guardian. This letter will advise the parents/guardian of the Board's decision regarding the student.

As with the other letters, a copy of this letter will be sent to the building administrator handling the infraction.

Suspension Hearing Packet Checklist

Student Name:

Birthdate:

Grade:

School:

Date Suspension Began:

Number of Days Suspended:

Parent(s)/Guardian:

Phone Number:

Address:

Attachments:

Administrative Summary/Recommendation of Administration

Witness Statements:

- Certified Staff

- Students

- Other

Suspension Notice

Letter to Parent & Summary Notes of Conference held with Parent
(Elementary Students Only)

Discipline Policy

Handbook Sign-Off

BUDGET WORKSHEET - NCLB, TITLE I

| Function | Salaries (Obj. 100's) | Benefits (Obj. 200's) | Purchased Services (Obj. 300's) | Supplies & Materials (Obj. 400's) | Capital Outlay** (Obj. 500's) | Other Objects (Obj. 600's) |
|--|---|--|--|--|---|---|
| 1000 - Instruction | <ul style="list-style-type: none"> Teachers Substitutes Aides Tutors Social Worker | <ul style="list-style-type: none"> TRS FICA IMRF Medical/Health Insur. Related Benefits | <ul style="list-style-type: none"> Workman's Comp. Unemployment Comp. Equip. Maint. & Repair In-District Travel Social Worker Service | <ul style="list-style-type: none"> Software Workbooks Consumable Supplies Equipment & Furniture < \$500/unit | <ul style="list-style-type: none"> Equipment & ≥ \$500/unit | |
| 2110 - Attendance & Social Work Services | | | | | | |
| 2120 - Guidance | <ul style="list-style-type: none"> Guidance Counselor | <ul style="list-style-type: none"> Related Benefits | | | | |
| 2130 - Health | <ul style="list-style-type: none"> School Nurse | <ul style="list-style-type: none"> Related Benefits | | | | |
| 2140 - Psychological Services | <ul style="list-style-type: none"> School Psychologist Psychiatrist | <ul style="list-style-type: none"> Related Benefits | <ul style="list-style-type: none"> Psychological Services | <ul style="list-style-type: none"> Psychological | | |
| 2150 - Speech Path. & Audiology Services | <ul style="list-style-type: none"> Speech Therapist | <ul style="list-style-type: none"> Related Benefits | <ul style="list-style-type: none"> Speech Services | | | |
| 2210 - Improvement of Instruction | <ul style="list-style-type: none"> Substitute Supends (Outside) | <ul style="list-style-type: none"> Related Benefits | <ul style="list-style-type: none"> Registration Fees Presenters Travel Hotel/Per Diem Software License | <ul style="list-style-type: none"> Materials Required for Equipment < \$500/Unit | <ul style="list-style-type: none"> Equipment Required for ≥ \$500/Unit | <ul style="list-style-type: none"> Dues or |
| 2220 - Educational Media Services | <ul style="list-style-type: none"> Librarian/Clerk | <ul style="list-style-type: none"> Related Benefits | | <ul style="list-style-type: none"> Books Software Periodicals Equipment & Furniture < \$500/unit Student Tests | <ul style="list-style-type: none"> Equipment & ≥ \$500/unit | |
| 2230 - Assessment & Testing | | | <ul style="list-style-type: none"> Testing Service | | | |
| 2300 - General Administration | <ul style="list-style-type: none"> Coordinator Director Secretary/Clerical | <ul style="list-style-type: none"> Related Benefits | <ul style="list-style-type: none"> Audit Fee (Prorated) Workman's Comp. Unemployment Comp. Equip. Maint. & Repair | <ul style="list-style-type: none"> Administrative Supplies Equipment < \$500/unit | <ul style="list-style-type: none"> Equipment for | |
| 2520 - Fiscal Services | <ul style="list-style-type: none"> Bookkeeper | <ul style="list-style-type: none"> Related Benefits | | | | |

BUDGET WORKSHEET - NCLB, TITLE I (continued)

| Function | Salaries (Obj. 100's) | Benefits (Obj. 200's) | Purchased Services (Obj. 300's) | Supplies & Materials (Obj. 400's) | Capital Outlay** (Obj. 500's) | Other Objects (Obj. 600's) |
|--|--|--------------------------|---|---|----------------------------------|-------------------------------|
| 2540 - Operation & Maintenance of Plant Services | •Janitor | •Related Benefits | •Rent •Custodial Contract | •Utilities (Electricity, Coal, Gas) | | |
| 2550 - Pupil Transportation Services | •Bus Driver | •Related Benefits | •Bus Service Contract | •Gas •Oil •Other Related Supplies | | |
| 2560 - Food Services | •Cook | •Related Benefits | •Catering Service Contract | •Food for Children •Other Related Supplies | | |
| 2570 - Internal Services* | •Inventory Clerk | | •Copy Service Contract | | | |
| 2610 - Direction of Central Support | | | | | | |
| 2620 - Planning, Research, Dev. & Evaluation | | | | | | |
| 2630 - Information Services | | | | | | |
| 2640 - Staff Services* | | | | | | |
| 2660 - Data Processing Services* | | | | | | |
| 2900 - Other Support Services | | | | | | |
| 3000 - Community Services | •Parent Coordinator/ Liaison •Teacher for Private Students | •Related Benefits | •Rent •Presenters for Parent Training •Private Contract Costs | •Parent Materials Including Food •Private Instructional Materials •Equipment < \$500/Unit | •Equipment ≥ \$500/unit | |
| 4100 - Payments to Other Gov. Units | | | •Services by Colleges, ROEs, or ISCs | | | |

* If expenditures are shown, the indirect cost rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost calculation

BUDGET WORKSHEET - NCLB, TITLE II

| Function | Salaries (Obj. 100's) | Benefits (Obj. 200's) | Purchased Services (Obj. 300's) | Supplies & Materials (Obj. 400's) | Capital Outlay** (Obj. 500's) | Transfers (Obj. 700's) |
|---|---|---|--|---|--|--------------------------------------|
| 1000 - Instruction | •Teacher to Reduce Class Size | •TRS •Life Insurance •Medicare •IMRF •Medical/Health Insur. | •Workman's Comp. •Unemployment Comp. | | | |
| 2210 - Improvement of Instruction | •Substitutes •Staff Stipends (Outside Regular School Day) | •Related Benefits | •Registration Fees •Presenters •Travel •Hotel/Per Diem | •Software and Materials ONLY If Required for Inservice •Equipment < \$500/Unit | •Equipment ONLY If Required for Inservice •Equipment ≥ \$500/unit | |
| 2300 - General Administration | •Director/Coordinator •Clerical Support (Generally Limited to 5 %) | •Related Benefits | •Audit Fee (Prorated) •Workman's Comp. •Unemployment Comp. | •Consumable Office Supplies/Materials •Equipment < \$500/Unit | | |
| 2640 - Staff Services* | | | •Recruiting Costs •Travel •Hotel/Per Diem •Registration •Rent | •Materials for Recruitment | | |
| 3000 - Community Services*** | •Stipends to Public School Teachers Working with Parents | •Related Benefits | •Private Costs: - Presenters - Travel - Hotel/Per Diem - Registration Fees | •Private Software and Materials Required for Inservice •Equipment < \$500/Unit | | |
| 4100 - Payments to Other Governmental Units | | | •College Services •Tuition •ROE/ISC Services | | | •Flow-through to an LEA, ROE, or ISC |

* If expenditures are shown, the indirect cost rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost calculation

*** LEA must provide for the private school hold harmless and for the equitable participation of private, nonprofit elementary and secondary schools in professional development activities.

BUDGET WORKSHEET - NCLB, TITLE IV

| Function | Salaries (Obj. 100's) | Benefits (Obj. 200's) | Purchased Services (Obj. 300's) | Supplies & Materials (Obj. 400's) | Capital Outlay** (Obj. 500's) | Transfers (Obj. 700's) |
|--------------------------------------|---|---|---|--|--|---|
| 1000 - Instruction | <ul style="list-style-type: none"> Teacher Providing Drug Education in the Classroom Tutors - After School Programs | <ul style="list-style-type: none"> TRS Life Ins. Medical/Health Ins. IMRF | <ul style="list-style-type: none"> Workman's Comp. Unemployment Comp. Fees for Health Museums, Drug Presentations, Student Training Activities | <ul style="list-style-type: none"> Classroom Materials Red Ribbon Materials Student Training Materials Equipment < \$500 Per Unit | <ul style="list-style-type: none"> Computers for Prevention Activities Only AV Equipment for Prevention Activities Only (≥ \$500 Per Unit) Equipment Used in Counseling Office (≥ \$500 Per Unit) | |
| 2120 - Guidance | <ul style="list-style-type: none"> Social Worker Prevention Counselor | <ul style="list-style-type: none"> Related Benefits | <ul style="list-style-type: none"> Contracted Counseling Services | <ul style="list-style-type: none"> Supplies/Materials Associated with Guidance Services Equipment < \$500 Per Unit | <ul style="list-style-type: none"> Equipment for Prevention Training (≥ \$500 Per Unit) | |
| 2210 - Improvement of Instruction | <ul style="list-style-type: none"> Substitutes Staff Stipends (Outside Regular School Day) | <ul style="list-style-type: none"> Related Benefits | <ul style="list-style-type: none"> Registration Fees Hotel/Per Diem Travel Presenters Software License for Prevention Programs | <ul style="list-style-type: none"> Training Materials Equipment < \$500 Per Unit | | |
| 2220 - Educational Media Services | | | | <ul style="list-style-type: none"> Prevention Books Prevention Videos | <ul style="list-style-type: none"> Computers Used for Prevention AV Equipment Used for Prevention (≥ \$500 Per Unit) | |
| 2300 - General Administration | <ul style="list-style-type: none"> Director (2% Limit) | <ul style="list-style-type: none"> Related Benefits | <ul style="list-style-type: none"> Audit (Prorated) | | | |
| 2550 - Pupil Transportation Services | <ul style="list-style-type: none"> Bus Driver | <ul style="list-style-type: none"> FICA IMRF | <ul style="list-style-type: none"> Bus Services Contract | <ul style="list-style-type: none"> Gas Oil Other Related Supplies | | |
| 2900 - Other Support Services | <ul style="list-style-type: none"> SAP Coordinator | <ul style="list-style-type: none"> Related Benefits | <ul style="list-style-type: none"> Security (Nongovernmental Unit) | <ul style="list-style-type: none"> Materials Associated with Support Services Equipment < \$500 Per Unit | <ul style="list-style-type: none"> Metal Detectors Equipment ≥ \$500 Per Unit (20% Limit) | |
| 3000 - Community Services | | | <ul style="list-style-type: none"> Private Contractual Activities Parent/Community Presentations | <ul style="list-style-type: none"> Private Prevention Materials | | |
| 4100 - Payments to Other Gov. Units | | | <ul style="list-style-type: none"> Security Personnel (Government Agency) LEA/ROE/ISC | | | <ul style="list-style-type: none"> Flow-through to an LEA, ROE, or ISC |

| | | | | |
|-------------|---|--|---|---|
| *NO: | Treatment/Rehabilitation Responsible use materials/presentations Refreshments Assignment books Incentives/Prizes/Awards | Bumper stickers Supplanting salaries Trash cans Floor mats Decorations | Clothing (T-shirts, sweats, etc.) Coffee mugs Post-prom activities Post-graduation activities Calendars | Entertainment Textbooks - health Buttons, badges, pens, etc. School assemblies |
|-------------|---|--|---|---|

* This is not an exhaustive list. Call 217/524-4832 if you have a question.

** Not applicable to all grants and in no instance can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost calculation

BUDGET WORKSHEET - NCLB, TITLE V

| Function | Salaries (Obj. 100's) | Benefits (Obj. 200's) | Purchased Services (Obj. 300's) | Supplies & Materials (Obj. 400's) | Capital Outlay** (Obj. 500's) |
|---|--|---|--|---|--|
| 1000 - Instruction | <ul style="list-style-type: none"> Teacher to Reduce Class Size Aides Tutors Attendance Liaison Parent Liaison | <ul style="list-style-type: none"> •TRS •FICA •IMRF •Medical/Health Insur. •Related Benefits | <ul style="list-style-type: none"> •Workman's Comp. •Unemployment Comp. •Equipment Maint. & Repair •In-District Travel | <ul style="list-style-type: none"> •Supplemental Books/Consumables •Equipment < \$500/Unit | <ul style="list-style-type: none"> •Equipment ≥ \$500/Unit |
| 2110 - Attendance and Social Work Services | <ul style="list-style-type: none"> •Attendance Liaison •Parent Liaison | <ul style="list-style-type: none"> •Related Benefits | | <ul style="list-style-type: none"> •Supplies to Support Student Attendance | |
| 2120 - Guidance | <ul style="list-style-type: none"> •Social Worker | <ul style="list-style-type: none"> •Related Benefits | <ul style="list-style-type: none"> •Social Worker Service Contract | <ul style="list-style-type: none"> •Materials for Guidance | |
| 2130 - Health Services | <ul style="list-style-type: none"> •School Nurse | <ul style="list-style-type: none"> •Related Benefits | <ul style="list-style-type: none"> •School Nurse Contracted | | |
| 2140 - Psychological Services | <ul style="list-style-type: none"> •School Psychologist | <ul style="list-style-type: none"> •Related Benefits | <ul style="list-style-type: none"> •Psychological Services Contracted | <ul style="list-style-type: none"> •Psychological Tests/ Assessments | |
| 2210 - Improvement of Instruction | <ul style="list-style-type: none"> •Substitutes •Staff Stipends (Outside Regular School Day) •Inservice Coordinator •Librarian/Clerk | <ul style="list-style-type: none"> •Related Benefits | <ul style="list-style-type: none"> •Registration Fees •Presenters •Travel •Hotel/Per Diem •Software License | <ul style="list-style-type: none"> •Material Required for Training •Equipment < \$500/Unit | <ul style="list-style-type: none"> •Equipment Required for Training ≥ \$500/Unit |
| 2220 - Educational Media Services | | <ul style="list-style-type: none"> •Related Benefits | <ul style="list-style-type: none"> •Software License | <ul style="list-style-type: none"> •Books •Software •Periodicals •Equipment < \$500/Unit | <ul style="list-style-type: none"> •Computers & Other Media Equipment ≥ \$500/Unit |
| 2230 - Assessment & Testing | | | <ul style="list-style-type: none"> •Scoring Services Contract | <ul style="list-style-type: none"> •Testing Materials •Software for Assessment Tracking | <ul style="list-style-type: none"> •Equipment for Student Assessment Records ≥ \$500/Unit |
| 2300 - General Administration (Generally Limited to 5%) | <ul style="list-style-type: none"> •Coordinator •Director •Secretary/Clerical | <ul style="list-style-type: none"> •Related Benefits | <ul style="list-style-type: none"> •Audit Fees (Prorated) •Workman's Comp. •Unemployment Comp. | | |
| 2550 - Pupil Transportation Services | <ul style="list-style-type: none"> •Bus Driver | <ul style="list-style-type: none"> •Related Benefits | <ul style="list-style-type: none"> •Bus Service Contract | <ul style="list-style-type: none"> •Gas •Oil •Other Related Supplies | |
| 2640 - Staff Services* | | | <ul style="list-style-type: none"> •Recruiting Costs •Travel | <ul style="list-style-type: none"> •Materials for Recruitment | |

| | | | | | | | |
|-------------------------------------|-------------------------------|-------------------|---|---|--|--|--|
| | | | | •Hotel/Per Diem •Registration •Rent | | | |
| 2900 - Other Support Services | | | | | | | |
| 3000 - Community Services | •Parent Community Coordinator | •Related Benefits | •Rent •Presenters •Private Contract Costs | •Community Involvement Materials •Private Supplemental Books & Videos •Equipment < \$500/Unit | •Equipment for Community Service Activities and Private Schools ≥ \$500/Unit | | |
| 4100 - Payments to Other Gov. Units | | | •Services by Colleges, ROEs, ISCs | | | | |

* If expenditures are shown, the indirect cost rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost calculation



TITLE I School Improvement (1003a)

Title I Part A funds are to be used for the purpose of supplemental school improvement activities to provide all children significant opportunities to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

The State Educational Agency identifies schools where significant change must occur. These schools are designated as Comprehensive Support and Improvement (Lowest Performing) or Targeted Support and Improvement (Underperforming).

- Comprehensive Support and Improvement Schools
 - Lowest 5 percent of Title I schools (determined by state's accountability system)
 - High schools with graduation rates below 67 percent
 - Develop and implement improvement plans informed by indicators
- Targeted Support and Improvement Schools
 - Underperforming subgroups within a state-determined number of years
 - Develop and implement improvement plans informed by indicators

Use of Funds

Funds are to serve schools implementing comprehensive or targeted improvement plans. Allowable expenses may include, but are not limited to, the following:

| |
|--|
| Academic Support for At-Risk Students (Designated Subgroups) <ul style="list-style-type: none"> • Certified teachers and teaching assistants • Guidance counselors, social workers, and other professionals providing supplemental services |
| Professional Development aligned with Identified Needs <ul style="list-style-type: none"> • IL-EMPOWER Learning Partner • Professional development provided through an IL-EMPOWER Learning Partner • Stipends and/or substitutes for staff attending professional development • Reasonable supplies and materials for professional development |
| Program Supplies and Materials <ul style="list-style-type: none"> • Supplemental instructional materials • Software licenses for instructional programs • Assessment and/or progress-monitoring materials |
| <u>Unallowable Expenses</u> <i>Food and snacks</i> <i>Costs for basic materials for core instruction</i> <i>Administration</i> <i>Promotional items, such as T-shirts, caps, tote bags, imprinted pens, and key chains</i> <i>Door prizes, movie tickets, gift certificates, pass to amusement parks, etc.</i> <i>Ceremonies, banquets, or celebrations</i> |

SUPPLEMENT vs. SUPPLANT: Title I funds must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources.



TITLE I, Part A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES - USE OF FUNDS

All costs must be:

- (1) **Reasonable**: consistent with prudent business practice and comparable current market value;
 - (2) **Necessary**: required to carry out the intent and purpose of the Title I, Part A program; and,
 - (3) **Allocable**: chargeable or assignable in accordance with relative benefits received.
- In addition, costs must be aligned with generally accepted accounting principles, adequately documented and budgeted within the grant.

TARGETED ASSISTANCE

Title I, Part A funds must be used to meet the needs of children identified as being in the greatest need of services. Students must be selected using multiple, educationally related objective criteria. All costs must be supplemental and limited to services for eligible students in a targeted assistance program.

SCHOOLWIDE

Title I, Part A funds may be used to upgrade the entire educational program in a school so that all students benefit from the use of these funds. Activities must be included in the schoolwide plan and support an identified academic need through the school's comprehensive needs assessment. Supplemental services may be used to support low-achieving students taking advanced courses or participating in preschool enrichment programs or programs designed to improve outcomes for students with disabilities and English Learners.

REQUIRED SET ASIDES

- **Homeless**: LEAs that receive Title I Part A resources must reserve funds for services to serve homeless students. LEAs should conduct a needs assessment to determine the reserve amount.
- **Parent and Family Engagement**: LEAs with Title I allocations greater than \$500,000 must reserve an amount equal to 1 percent of the Title I, Part A allocation and distribute 90 percent of those funds to Title I schools for parent and family engagement activities.
- **Neglected and Delinquent**: LEAs that receive Title I Part A resources must reserve funds for services to serve neglected and delinquent students. Supplemental services may be used to serve neglected and/or delinquent children in local institutions and community day school programs. Private schools do not receive an equitable share of this set aside.

Note: Required set asides must be clearly identified in the Title I budget.

OPTIONAL SET ASIDES

- **District Administration** – Costs for administering the program for public and private schoolchildren (generally limited to 5 percent of the grant).
- **Indirect Costs**
- **Salary Differentials** – Costs include salary and benefit differentials above the base salary.
- **Comprehensive Improvement School Support** – Up to 10 percent of the LEA's Title I allocation may be set aside for this purpose.
- **Targeted Improvement School Support** – Up to 20 percent of the LEA's Title I allocation may be set aside for this purpose.
- **Professional Development** (districtwide) -- Only instructors working with Title I students may participate. In schoolwide buildings, this includes all instructors/staff in the school. In targeted buildings, this includes instructors/staff working with targeted students.
Note: Schools not served under Title I cannot benefit from professional development paid for with Title I funds.
- **Early Childhood Programs** (districtwide) – This includes costs for operating a preschool.
- **Summer School** (districtwide) – The programs and intersession programs for students who attend Title I participating school attendance areas.

SUPPLEMENT, NOT-SUPLANT (SNS)

SNS requires the LEA to use Title I funds only to supplement the funds that would, in the absence of such Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds. *ESEA section 118(b)(1)*

Examples of allowable and unallowable expenditures under Title I, Part A.

Note: Targeted assistance and schoolwide guidelines may differ.

| Academic Support for At Risk Students | |
|---|--|
| Allowable Expenditures | Unallowable Expenditures |
| Programs/Services | |
| Certified teachers' salaries and benefits | Incentives (small items such as certificates or books are allowed) |
| Pre-K, summer, and extended day programs; educational weekend/afterschool/extended day programs" | Identification or screening of at-risk students |
| Concurrent or dual enrollment programs (tuition, fees, books, and instructional materials) | Direct reimbursement to private, nonpublic schools |
| Equitable services for private school students | |
| AP courses | |
| Documented instructional field trips | |
| Supplemental instruction | |
| Support for homeless students | |
| Saturday programs | |
| Home tutoring conducted by LEA | |
| Services provided for neglected or delinquent children | |
| School improvement activities | |
| Direct student services, such as credit recovery, academic acceleration courses, that lead to diploma | |
| Transportation for Title I extended day and summer programs if not otherwise available | |
| LEA contracts with third-party providers in accordance with the Title I program | |
| Nutritional snacks for Title I students during extended day and summer programs | |
| State assessment and other diagnostic tools | |
| Support staff for Title I programs | |
| Paraprofessionals both public and nonpublic | |
| Salaries/stipends for school counselors | |
| School Psychologist; Speech Pathologist | |
| Data management staff and software | |
| Computer technology teacher, coordinator, and services | |
| Materials/Supplies/Equipment | |
| Computer-aided instruction software | Home-based internet services |
| Technology to upgrade the educational program | |
| Supplemental instructional materials, equipment, and software (limited to identified students in targeted programs) | |
| Take-home computers (LEA should ensure that families and students are properly trained in computer software usage) | |
| Technology for private, non-public schools (District is fiscal agent and retains ownership) | |
| Periodicals, online subscriptions, and software license fees | |
| Homeless student uniforms, materials, clothing, and hygiene | |

| Parent and Family Engagement | |
|--|--|
| Parent and family engagement coordinator | Food or complete meals for social activities, gatherings, or meetings during non-meal periods (light refreshments are allowable) |
| Parent University | Ceremonies, banquets, and celebrations |
| Guest speakers for family night events | |
| Light refreshments | |
| Activities and supplies for parent and family engagement activities | |
| Professional Development | |
| Stipends or substitutes for staff PD | Food, meals |
| Educational consultants | |
| PD supplies and materials | |
| Conference costs that meet state and federal guidelines | |
| Regional Offices of Education and public universities | |
| Travel costs for allowable grant activities that adhere to the district travel policy (out-of-state travel) | |
| Other | |
| Stipends for administration staff, outside contract hours, to administer the implementation of the Title I program (not to exceed 5% of current year allocation) | Social events, (e.g., recreation, entertainment, non-educational field trips, passes to amusement parks, etc.) |
| Guidance counselors, social workers, and other professionals providing supplemental services | Fundraising, raffles, door prizes, movie tickets, and gifts |
| Evaluations | Employee awards |
| Educational support personnel, (e.g., secretaries, clerks, coordinators, and administrators) (not to exceed 5% of current year allocation) | Promotional items, such as T-shirts, caps, tote bags, imprinted pens and key chains, souvenirs, and certificates |
| Social-emotional concerns and socialization activities that address behavior viewed as social issues, PBIS, bullying and suicide prevention, etc. | Alcohol |
| Grant manager, auditor, analyst, and manager of nonpublic Programs not to exceed 5% of current year allocation) | Construction, remodeling, and renovation |
| Career and college readiness activities and services | Cell phones for personal use |
| Field trips to college campuses for orientation and guided tours | Non-educational games and devices |
| Equipment, devices for school safety/security | |
| School nurse, emergency medical supplies, and materials | |

Top Ten Family “Must Knows” about Title I Schools

- 10) The goal of Title I is to provide a high-quality education for EVERY child. Title I is about giving all children a chance.
- 9) Title I can help the whole school. Schools in communities that meet certain income requirements can use Title I money for the whole school. It helps a school do more for ALL of its students.
- 8) Title I is the largest federal assistance program for our nation’s schools. The federal government provides funding each year and the district allocates the money to the eligible schools.
- 7) Title I Funds can be used for:
 - Providing additional teachers and staff - Professional development training for educators - Family Engagement Training - Community Engagement Activities - Understandable Communication - After School Tutoring - Additional materials and services
- 6) Family Engagement is CRITICAL! Families must be involved in the process of school improvement planning and given an opportunity to provide input on spending. At least 1 % of the funding must be spent on parent involvement.
- 5) Title I requires certified teachers.
- 4) Families have the right to know the qualification of their child’s teacher.
- 3) All materials provided to families must be in an understandable format. Two-way communication is critical and required.
- 2) Title I schools have a plan, aligned with high-quality standards of performance, describing what all children are expected to know and be able to do.
- 1) We are proud to be a Title I school!

Kankakee School District #111

Truancy Procedures 19-20

Building Responsibility

- 19-20 standing agenda item to report out at DLPT meeting every two weeks # of students who have missed 3 or more days.
- Include plan and goal for monitoring student absences on your school improvement plan
- Clerical pulls a weekly attendance report and give to building administrator- review weekly for students with **3 or more absences-**
- Create interventions in BUILDING after the **3rd unexcused absences** and add to RTI TAB in SKYWARD
- After the **Third Absence** buildings make contact with families and puts in place an intervention. State law requires 3 interventions prior to referring to an I-KAN caseworker
- After **9 Unexcused Absences** continue with building interventions, contact student support services and complete the I-KAN attendance form and send to caseworker assigned to your building. Email addresses attached:
- lthemer@i-kan.org serves KHS Lisa Themer
- whandford@i-kan.org serves KJHS, Kennedy, King, Mark Twain Will Handford
- nbradley@i-kan.org serves Aft, Edison and Steuben Noelle Bradley
- mfitts@i-kan.org serves LCC/Montessori Michelle Fitts

Rather than having schools drop a student for lack of attendance, I-KAN has created a Request for Assistance To Locate Forms may be completed and emailed to mfitts@i-kan.org when a student is not attending school and the school has made attempts to contact the parent/guardian to inquire about absences. This form is to be used to identify students who may have 1. moved out of district but did not notify the school, 2. high school students who intend to drop out (age 17 and over) but did not officially complete a drop form, 3. students who were enrolled but are going to home school status but did not notify the school, 4. any other circumstance in which the student has unexplained consecutive days of absences. I-KAN staff will attempt to locate student/family and send form back to referring school with an “outcome/finding” so that school can drop student from roster. Contact Michelle Fitts with any questions at 815.939.8838 or by email.

IKAN Assistance

- A school can refer students who are subject to compulsory school attendance when an attendance rate falls below 95% due to UNEXCUSED absences as determined by the school handbook. Supportive services must have been provided by the school and have failed to result in the cessation of truancy or have been offered and refused.
- A caseworker from the AAP makes contact with the parent and student in order to discuss the reasons of the student's absenteeism.
- Attendance goals are developed in an Individualized Optional Education Plan (IOEP) which is prepared by the AAP caseworker, referred student, student's family, and school personnel.
- Caseworkers provide any networking resources and referrals to community agencies that could assist the family to accomplish their goals.

- The AAP caseworker makes weekly contact with school personnel and monitors the attendance of the referred students.
- When truancy continues after services have been provided, students and their families are referred to the Truancy Review Board (TRB) where they are presented with a contract explaining what must be done to avoid going to court.
- If attendance does not improve after all efforts have been exhausted, a truancy petition may be referred to the States Attorney office.
- Parents who have a student on the truancy program may receive a truancy ticket from their local police department if the student's absence is unexcused



WORKERS COMPENSATION CLAIM REPORTING PROCEDURES

- **WC - Employee Injury Report**

The **injured Employee** must complete this form.

- **WC – Body Diagram Outline**

The **injured Employee** must complete this form.

- **Authorization for Release of Health Information**

This form must be completed and signed by the **injured Employee**.

- **Riverside Workforce Health**

If medical treatment is needed, **injured Employee** should first seek treatment from **Riverside Workforce Health**, Bradley, IL if appropriate. Please bring attached paperwork with.

- **WC - Supervisor Report**

The employee's **Supervisor** must complete this form.

- **WC - Witness Report**

This form must be completed and signed by each individual **Witness**.

All above paperwork should be immediately emailed to:

Lynn Zugenbuehler, Human Resources Coordinator
Lynn-zugenbuehler@ksd111.org

Any questions or concerns, please contact HR at (815) 802-7711.

Glossary

- AA - Administrator's Academy
- AAP – Attendance Assistance Program (through I-KAN)
- AAAC - AYP Appeals Advisory Committee
- AACTE - American Association of Colleges for Teacher Education
- AASA - American Association of School Administrators
- AASPS - American Association of State Policy Services
- AAVIM - American Association for Vocational Instructional Materials
- ABE - Adult Basic Education
- ACCESS for ELLS® - Assessing Comprehension and Communication in English State-to-State for English Learners
- ACES - Application Claim and Entry System
- ACSD - Assessment Committee for Students with Disabilities
- ACT - American College Testing
- ADA - Americans with Disabilities Act
- ADD - Attention Deficit Disorder
- ADE - Average Daily Enrollment
- ADHD - Attention Deficit Hyperactivity Disorder
- ADP - Average Daily Participation
- AEWL - Academic Early Warning List
- AEWS - Academic Early Warning Status
- AFHK - Action for Healthy Kids
- AFR - Annual Financial Report
- AFT - American Federation of Teachers
- AMAO - Annual Measurable Achievable Objective
- AOK - All Our Kids Early Childhood Network
- AP - Advanced Placement
- APE - Adapted Physical Education
- APR - Annual Performance Report
- APT - Assessment of Professional Teaching
- ARRA - American Recovery and Reinvestment Act
- ASAE - American Society of Association Executives
- ASBO - Association of School Business Officials
- ASCD - Association for Supervision and Curriculum Development
- AT - Assistive Technology
- ATEN - Assistive Technology Exchange Network
- AVC - Area Vocational Center
- AWS - Academic Watch Status
- AYP - Adequate Yearly Progress
- AYP AAC - Adequate Yearly Progress Appeals Advisory Committee

- B -

- BD - Behavioral Disorders
- BEI - Board Self-Assessment

- BGR - Board Governance Review
- BHE - Illinois Board of Higher Education
- BIP - Behavior Intervention Plan
- BOCA - Building Officials and Code Administration
- BOE - Board of Education

- C -

- CACFP - Child and Adult Care Food Program
- CCADE - Council of Chicago Area Deans of Education
- CCOP - Consolidated Committee of Practitioners
- CCR - College and Career Readiness
- CCSD - Community Consolidated School District
- CCSS - Common Core State Standards
- CCSSM - Common Core State Standards for Mathematics
- CCSSO - Council of Chief State School Officers
- CDB - Capital Development Board
- CDC - Centers for Disease Control and Prevention
- CDS - County, District, School
- CEFTF - Chicago Educational Facilities Task Force
- CEU - Continuing Education Unit
- CFDA - Catalog of Federal Domestic Assistance
- CFR - Code of Federal Regulations
- CHSD - Community High School District
- CIPA - Children's Internet Protection Act
- CIPS – Crisis Intervention Program Stabilization
- CMO - Charter Management Organization
- CNA - Child Nutrition Act
- CNAS - Capital Needs Assessment Survey
- CNP - Child Nutrition Program
- COE - Code of Ethics
- CORD - Center for Occupational Research and Development
- COSA - Council of School Attorneys
- COSBAC - Council of School Boards Association Communicators
- CPDU - Continuing Professional Development Unit
- CPI-U - Consumer Price Index for all Urban Consumers
- CPPRT - Corporate Personal Property Replacement Tax
- CPI - Consumer Price Index
- CPS - Chicago Public Schools
- CRE - Coordinated Review Effort
- CRP - Certificate Renewal Plan
- CRSA - Community Residential Service Authority
- CSBO - Chief School Business Official
- CSFTF - Charter School Funding Task Force
- CSHP - Coordinated School Health Program
- CSP - The U.S. Department of Education's Office of Charter Schools Program

- CSR - Class Size Reduction
- CSRD - Comprehensive School Reform Demonstration
- CTE - Career and Technical Education
- CTEPT - Part-Time Provisional Career and Technical Educator Endorsement
- CTSO - Career and Technical Student Organizations
- CUBE - Council of Urban Boards of Education
- CUD - Community Unit District
- CUSD - Community Unit School District

- D -

- DARE - Drug Abuse Resistance Education
- DCEO - Department of Commerce and Economic Opportunity
- DCFS - Department of Children and Family Services
- DD - Developmental Delay
- DECA - Distributive Education Clubs of America
- DHS - Department of Human Services
- DIP - District Improvement Plan
- DL - Distance Learning
- DLM - Dynamic Learning Maps Assessment
- DLPT – District Leadership Planning Team
- DLT – District Leadership Team
- DoD - Department of Defense
- DOE - Department of Education
- DOL - Department of Labor
- DPSC - Due Process Screening Committee

- E -

- EAV - Equalized Assessed Valuation
- ECAG - Early Childhood Advisory Group
- ECBG - Early Childhood Block Grant
- ECE - Early Childhood Education
- ECERS - Early Childhood Environment Rating Scale
- ECOS - Electronic Commodity Ordering System
- ECS - Education Commission of the States
- ECS - Educator Certification System (now ELIS)
- ED - United States Department of Education/Emotional Disturbance
- ED-RED - Education Research and Development
- EDGAR - Education Department General Administrative Regulations
- EEO - Equal Employment Opportunity
- EEOC - Equal Employment Opportunity Commission
- EER - Electronic Expenditure Reporting System
- EETT - Enhancing Education Through Technology
- EFAB - Education Funding Advisory Board
- EFAC - Education Funding Advisory Committee

- EFE - Education for Employment
- EFT - Electronic Fund Transfer
- EGMS - Electronic Grants Management System
- EI - Early Intervention
- EIPA - Educational Interpreter Performance Assessment
- EIS - Early Intervening Services
- EIS - Employment Information System
- ELA - English Language Arts
- ELIS - Educator Licensure Information System
- EL - English Learning
- ELS - Educator License w/Stipulations
- ETS - Educational Testing Service
- EMAG - Elementary and Middle Grades Advisory Group
- EMO - Education Management Organization
- EMP - Educator Misconduct Project
- EOY - End-of-Year
- EPETF - Enhanced Physical Education in Illinois Task Force
- EPSDT - Early and Periodic Screening, Diagnosis and Treatment
- ERIC - Educational Resources Information Center
- ESD - Elementary School District
- ESEA - Elementary and Secondary Education Act
- ESL - English as a Second Language
- ESP - Educational Surrogate Parent
- ESSA - Every Student Succeeds Act
- ESY - Extended School Year Services

- F -

- FAAS - Financial Assurance and Accountability System
- FACS - Family and Consumer Sciences
- FACTS - Funding and Child Tracking System
- FAGC - Food Allergy Guidelines Committee
- FAPE - Families and Advocates Partnership for Education
- FAPE - Free and Appropriate Education
- FAQ - Frequently Asked Question
- FBA - Functional Behavioral Assessment
- FBLA - Future Business Leaders of America
- FCCLA - Family, Career and Community Leaders of America
- FDP - Food Distribution Program
- FERPA - Family Educational Rights and Privacy Act
- FEWL - Financial Early Warning List
- FFATA - Federal Funds Accountability and Transparency Act
- FFVP - Fresh Fruit and Vegetable Program
- FLSA - Fair Labor Standards Act

- FMLA - Family Medical Leave Act
- FMNV - Foods of Minimal Nutritional Value
- FNS - Food and Nutrition Service, USDA
- FOIA - Freedom of Information Act
- FOP - Financial Oversight Panel
- FP - Financial Profile
- FRIS - Financial Reimbursement Information System
- FRN - Federal Relations Network
- FSMC - Food Service Management Company
- FTE - Full Time Equivalent
- FWL - Financial Watch List
- FY - Fiscal Year

- G -

- GAC - Gifted Advisory Council
- GAO - United States General Accounting Office
- GASB - Governmental Accounting Standards Board
- GEAC - Gender Equity Advisory Committee
- GED - General Educational Development
- GEI - Gifted Education Institute
- GES - Gifted Education Seminar
- GPFS - General Purpose Financial Statements
- GMVT - Growth Model Value Table
- GMWG - Illinois Growth Model Working Group
- GSA - General Services Administration

- H -

- HACCP - Hazard Analysis and Critical Control Point
- HCFA - Health Care Financing Administration
- HEA - Higher Education Act
- HHFKA - Healthy, Hunger-Free Kids Act
- HI - Hearing Impaired
- HIPAA - Health Insurance Portability and Accountability Act
- H/LS - Health/Life Safety
- HOSA - Health Occupations Students of America
- HRC - Home School Resource Center
- HSD - High School District
- HSNE - Healthy School Nutrition Environment
- HSTW - High Schools That Work
- HTML - Hypertext Markup Language
- HUSSC – Healthier US School Challenge

- I -

- IAA - Illinois Alternate Assessment
- IAASE - Illinois Alliance of Administrators of Special Education
- IABDB - Illinois Advisory Board for Services for Persons Who are Deaf-Blind
- IAC - Illinois Accessibility Code / Illinois Arts Council
- IACBE - Illinois Advisory Council on Bilingual Education
- IAECT - Illinois Association for Educational Communications & Technology
- IAPHERD - Illinois Association for Health, Physical Education, Recreation and Dance
- IAPT - Illinois Association for Pupil Transportation
- IAQ - Indoor Air Quality
- IARSS - Illinois Association of Regional Superintendents of Schools
- IASA - Illinois Assoc. of School Administrators / Improving America's Schools Act
- IASB - Illinois Association of School Boards
- IASBO - Illinois Association of School Business Officials
- IATP - Illinois Assistive Technology Program
- IATTAP - Illinois Autism Technical Training Assistance Program
- IBHE - Illinois Board of High Education
- ICCB - Illinois Community College Board
- ICE - Illinois Computing Educators
- ICEPR - Illinois Collaborative for Education Policy Research
- ICEPT - Illinois Consumer Education Proficiency Test
- ICPEA - Illinois Council of Professors of Educational Administration
- ICR - Indirect Cost Rate
- ICS - Illinois Commodity System
- ICSA - Illinois Council of School Attorneys
- ICTS - Illinois Certification Testing System
- IDCFS - Illinois Department of Children and Family Services
- IDEA - Individuals with Disabilities Education Act
- IDHS - Illinois Department of Human Services
- IDOT - Illinois Department of Transportation
- IEA - Illinois Education Association
- IEC - Illinois Energy Consortium
- IECAM - Illinois Early Childhood Asset Map
- IEE - Independent Educational Evaluation
- IEG - Income Eligibility Guidelines
- IEIN - Illinois Educator Identification Number
- IELAAC - Illinois English Learner Assessment Advisory Committee
- IELRA - Illinois Educational Labor Relations Act
- IELRB - Illinois Educational Labor Relations Board
- IEMA - Illinois Emergency Management Agency
- IEP - Individualized Education Program
- IEP - Immigrant Education Program
- IESA - Illinois Elementary School Association

- IFAC - Illinois Financial Advisory Committee
- IFSP - Individualized Family Service Plan
- IFT - Illinois Federation of Teachers
- IHE - Institution of Higher Education
- IHSA - Illinois High School Association
- II - Innovation and Improvement
- IICC - Illinois Interagency Coordinating Council
- IIRC - Illinois Interactive Report Card
- ILCS - Illinois Compiled Statutes
- ILDS - Illinois Longitudinal Data System
- ILDSDAC - Illinois Longitudinal Data System Data Advisory Committee
- ILTS - Illinois Licensure Testing System
- ILEARN - Illinois Local Education Agency Retrieval Network
- ILS - Illinois Learning Standards
- ILSNA - Illinois School Nutrition Association
- ILT – Instructional Leadership Team
- IMAGE - Illinois Measure of Annual Growth in English
- IMSA - Illinois Mathematics and Science Academy
- IMTF - Instructional Mandates Task Force
- INCS - Illinois Network of Charter Schools
- INSPRA - Illinois chapter of the National School Public Relations Association
- IOC - Illinois Office of Comptroller
- IOES - Illinois Office of Educational Services
- iOS - Apple Operating System
- IPA - Illinois Principals Association
- IPAM - Illinois Program Accounting Manual
- IPCRB - Illinois Purchase Care Review Board
- IPTAC - Illinois Pupil Transportation Advisory Committee
- IPTIP - Illinois Public Treasurers' Investment Pool
- IRA - International Reading Association
- IRC - Illinois Reading Council / Illinois Resource Center
- IRFC - Illinois Reading First Center
- IRTF - Illinois Recess Task Force
- ISAC - Illinois State Advisory Council on the Education of Children with Disabilities
- ISAT - Illinois Standards Achievement Test
- ISBE - Illinois State Board of Education
- ISC - Intermediate Service Center
- ISCS - Illinois State Course System
- ISDA - Illinois School District Agency
- ISDLAF+ - Illinois School District Liquid Asset Fund Plus
- ISEL - Illinois Snapshot of Early Literacy
- ISFSA - Illinois School Food Service Association
- ISIP - Illinois School Improvement Planning Framework
- ISIS - Illinois Student Information System
- ISLE - Illinois Shared Learning Environment
- ISLMA - Illinois School Library Media Association

- ISOS - Illinois Secretary of State
- ISS - In-School Suspension
- ISRC - Illinois Service Resource Center
- ISSRA - Illinois School Student Records Act
- ISTA - Illinois School Transportation Association
- ISTAC - Illinois Statewide Technical Assistance Collaborative
- I-STAR - IEP special education tracking and reporting system
- ISTE - International Society for Technology in Education
- ITBS - Iowa Tests of Basic Skills
- IVHS - Illinois Virtual High School
- IWAS - ISBE Web Application Security System

- J -

- JAD - Joint Application Development
- JCAR - Joint Committee on Administrative Rules
- JILG - Jobs for Illinois Graduates
- JROTC - Junior Reserve Officer Training Corps
- JTPA - Job Training Partnership Act

- K -

- K - Kindergarten
- KIDS - Kindergarten Individual Development Survey

- L -

- LAAAC - Language Arts Assessment Advisory Committee
- LAN - Local Area Network
- LBS - Learning Behavior Specialist (Educator Licensure)
- LD - Learning Disabled
- LEA - Local Educational Agency
- LEND - Legislative Education Network of DuPage
- LEP - Limited English Proficiency
- LIPLEPS - Language Instruction Program for Limited English Proficient Students
- LOC - Library of Congress
- LRA - Local Records Act
- LRE - Least Restrictive Environment
- LPDC - Local Professional Development Committee
- LS - Learning Supports
- LUDA - Large-Unit District Association

- M -

- MAAC - Mathematics Assessment Advisory Committee
- MDR - Manifestation Determination Review
- MIDAS - Management Information Database Accounting System

- N -

- NACSA - National Association of Charter School Authorizers
- NAEP - National Assessment of Educational Progress
- NAESP - National Association of Elementary School Principals
- NAEYC - National Association of Education for Young Children
- NAPCS - National Alliance for Public Charter Schools
- NAPE - National Assessment of Educational Progress
- NAPT - National Association of Pupil Transportation
- NASA - National Aeronautics and Space Administration
- NASBE - National Association of State Boards of Education
- NASDSE - National Association of State Directors of Special Education
- NASDTEC - National Assoc. of State Directors of Teacher Education & Certification
- NASS - National Affiliation of Superintendent Searchers
- NASSP - National Association of Secondary School Principals
- NASTA - National Association of State Textbook Administrators
- NBEA - National Business Education Association
- NBPTS - National Board for Professional Teaching Standards
- NCA - North Central Association
- NCATE - National Council for the Accreditation of Teacher Education
- NCES - National Center for Education Statistics
- NCLB - No Child Left Behind Act of 2001
- NCREL - North Central Regional Education Laboratory
- NCRRC - North Central Regional Resource Center
- NCRVE - National Center for Research in Vocational Education
- NCS - National Computer Systems
- NEA - National Education Association / National Endowment for the Arts
- NEC - National Electric Code
- NEH - National Endowment for the Humanities
- NES - National Evaluation Series (Gifted Education)
- NET - Nutrition Education and Training Program
- NETS - National Educational Technology Standards
- NFPA - National Fire Protection Association
- NFSMI - National Food Service Management Institute
- NGA - National Gallery of Art / National Governor's Association
- NGSS - Next Generation Science Standards
- NHTSA - National Highway Traffic Safety Administration
- NIMAC - National Instructional Materials Access Center

- NIMAS - National Instructional Materials Accessibility Standard
- NOAPPP - National Organization on Adolescent Pregnancy and Parenting Prevention
- NPS - National Park Service
- NRT - Norm-Referenced Test
- NSB - National School Breakfast
- NSBA - National School Boards Association
- NSDC - National Staff Development Council
- NSF - National Science Foundation
- NSLP - National School Lunch Program
- NSPRA - National School Public Relations Association
- NSTA - National Science Teachers Association
- NSTA - National School Transportation Association

- O -

- OCR - Office of Civil Rights
- OEPP - Operating Expense Per Pupil
- OERI - Office of Educational Research and Improvement
- OHI - Other Health Impaired
- OIG - Office of Inspector General
- OMA - Open Meetings Act
- OMB - U.S. Office of Management and Budget
- ORS - Office of Rehabilitative Services
- OS - Operating System
- OSEP - Office of Special Education Programs (US Dept. of Ed.)
- OSERS - Office of Special Education and Rehabilitative Services
- OSHA - Occupational Safety and Health Administration
- OT - Occupational Therapy
- OVS - Offer versus Serve

- P -

- PA - Public Act
- PAL - Planned Assistance Level
- PARCC - Partnership for Assessment of Readiness for College and Careers
- Part B - Rules for Children Pre-K through 21 Years of Age
- Part C - Rules for Children Birth Through Two Years of Age
- PBA - Performance-based Assessment
- PBS - Positive Behavior Support / Public Broadcasting Service
- PBIS - Positive Behavioral Intervention Supports
- PCTC - Per Capita Tuition Charge
- PDF (.pdf) - Portable Document Format

- PE - Physical Education
- PEAC - Performance Evaluation Advisory Council
- PEL - Professional Educator License
- PERA - Performance Evaluation Reform Act of 2010
- PFA - Preschool for All
- PH - Physically Handicapped
- PK - Pre-kindergarten
- PPFT - President's Physical Fitness Test
- PRESS - Policy Reference Education Subscription Service
- PRM - Policy Reference Manual
- PSAE - Prairie State Achievement Examination
- PSAG - Pre-Service Standards Advisory Group
- PSAT - Preliminary Scholastic Aptitude Test
- PSD - Public School District
- PT - Physical Therapy
- PT3 - Preparing Tomorrow's Teachers to Use Technology
- PTA - Parent Teacher Association
- PTAB - Property Tax Appeal Board
- PTELL - Property Tax Extension Limitation Law
- PTO - Parent Teacher Organization
- PUNS – Prioritization of Urgency of Need for Services

- Q -

- QA - Questions and Answers
- QAIP - Quality Assurance and Improvement Planning
- QZAB - Qualified Zone Academy Bonds

- R -

- RAAC – Regional Alternative Attendance Center (program through I-KAN)
- RCCI - Residential Child Care Institution
- REA - Reading Excellence Act
- RID - Registry of Interpreters for the Deaf
- RFBD - Recording for the Blind and Dyslexic
- RFC - Regional Financial Consultant
- RFP - Request for Proposal
- RFSP - Request for Sealed Proposal
- RS - Rising Star
- ROE - Regional Offices of Education
- RPDRC - Regional Professional Development Review Committees
- RtI - Response to Intervention
- RT3 - Phase 3 of the Race to the Top Program
- RTTT - Race to the Top Program (Federal)
- RTTT3 - Phase 3 of the Race to the Top Program

- S -

- SAC - Student Advisory Council to the State Board of Education
- SAHE - State Agency for Higher Education
- SAG - Superintendent Advisory Group
- SALT – Students All Learning Together (Program through I-KAN)
- SAP - Student Assistance Program
- SARC - State Assessment Review Committee (f/k/a State Testing Review Committee STRC)
- SAT - Scholastic Aptitude Test
- SAT-9 - Stanford Achievement Test – 9th Edition
- SBN - School Based Nutrition Programs
- SBP - School Breakfast Program
- SBPTF - School Bullying Prevention Task Force
- SBRR - Scientifically Based Reading Research
- SCASS - State Collaborative on Assessment and Student Standards
- SCOPE - South Cooperative Organization for Public Education
- SCSC - State Charter School Commission
- SD - School District
- SEA - State Education Agency
- SEARS - Special Education Approval and Reimbursement
- SEC - Securities and Exchange Commission
- SEDS - Special Education Database System
- SEL - Social and Emotional Learning Standards
- SELA - Special Education Leadership Academy
- SEMRS - Special Education Monitoring and Reporting System
- Senate Bill 7 - The education reform bill linking performance evaluation to employment and certification decisions.
- SEPLB - Illinois State Educator Preparation and Licensure Board (formerly STCB)
- SES - Supplemental Education Services
- SES - Socio-Economic Status
- SETFPE - Stakeholder and Expert Task Force on Physical Education
- SFA - School Finance Authority / School Food Authority
- SFSF - State Fiscal Stabilization Fund Program / Federal State Fiscal Stabilization Funds
- SFSP - Summer Food Service Program
- SHAC - School Health Advisory Committee (aka Critical Health Problems (CHP) & Comprehensive Health Education (CHE) Advisory Committee)
- SHPPS - School Health Policy and Programs Study
- SIG - School Improvement Grant
- SIP - School Improvement Plan
- SIROEC - Streamlining Illinois' Regional Offices of Education Commission
- SIRS - School Incident Reporting System
- SIS - Student Information System
- S&L - Speech and Language
- SLD - Specific Learning Disability
- SLF - State Local and Federal Financing for Illinois Public Schools

- SLO - Student Learning Objectives
- SLP - Speech-Language Pathologist
- SLRMA - School Leaders Risk Management Association
- SLT – School Leadership Team
- SMP - Special Milk Program
- SNA - School Nutrition Association
- SNP - School Nutrition Programs
- SOS - System of Support
- SPP - State Performance Plan
- SRTT - School Reform Through Technology
- SSO - Seamless Summer Option
- SSOS - State System of Support
- SSSTF - School Security and Standards Task Force
- SSTF - School Success Task Force
- STCB - State Teacher Certification Board (now known as Illinois State Educator Preparation and Licensure Board - SEPLB)
- STEM - Science, Technology, Engineering, & Mathematics
- STRC - State Testing Review Committee (n/k/a SARC - State Assessment Review Committee)
- STW - School To Work
- SUB - Substitute Teaching License
- SY - School Year

- T -

- TAG - Targeting Achievement through Governance
- TANF - Temporary Assistance for Needy Families
- TAOEP - Truants Alternative and Optional Education Program
- TAP - Test of Academic Proficiency
- TBE - Transitional Bilingual Education
- TBI - Traumatic Brain Injury
- TCIS - Teacher Certification Information System
- TCPSTF - Truancy in Chicago Public Schools Task Force
- TESOL-BE – Illinois Teachers of English to Speakers of Other Languages
- THSD - Township High School District
- TIF - Tax Increment Financing
- TILAG - Teacher Instructional Leader Advisory Group
- TIMSS - Third International Math and Science Study
- TLCF - Technology Literacy Challenge Funds
- TLCF - Technology Literacy Challenge Fund
- TN - Team Nutrition
- TPAD - Tech Prep/Associate Degree
- TPI - Transitional Program of Instruction
- TRRTF - Teacher Recruiting and Retention Task Force

- TRS - Teachers' Retirement System
- TSL - Targeting Student Learning
- TSR - Teacher Service Record

- U -

- USD - Unit School District
- USDA - United States Department of Agriculture
- USDOE - United States Department of Education
- USGS - United States Geological Survey

- V -

- VI - Visually Impaired
- VSAG - Virtual School Advisory Group
- VSR - Verification Summary Report

- W -

- WAN - Wide Area Network
- WCSIT - Workers' Compensation Self-Insurance Trust
- WECEP - Work Experience and Career Exploration
- WIA - Workforce Investment Act
- WINS - Web-based Illinois Nutrition System
- WTW - Welfare to Work