

**Kankakee School
District #111**



**2022-2023
Parent & Student
Handbook**

**Kankakee School District #111
2022-2023 District Handbook**

Schools

Edison Primary School (K-3)

Cale Kuester, Principal
1991 East Maple Street
Kankakee, IL 60901
Phone: 815-802-4301
Fax: 815-936-4096

Independence Academy

George Harris, Principal
369 N. Fifth Avenue
Kankakee, IL 60901
Phone: 815-802-4401
Fax: 815-936-4097

Lincoln Cultural Center

**Montessori (K-8) &
Fine Arts Magnet (K-3)**
Kim Starkey, Principal
Elizabeth Gibson, Assistant Principal
240 Warren Avenue
Kankakee, IL 60901
Phone: 802-4801
Fax: 815-933-0710

Mark Twain Primary School (PreK-3)

TBD, Principal
2250 East Court Street
Kankakee, IL 60901
Phone: 815-802-4501
Fax: 815-933-0682

Proegler School (Early Childhood)

TBD,
Director of Early Childhood Education
710 North Chicago Avenue
Kankakee, IL 60901
Phone: 815-802-4950
Fax: 815-936-3310

Steuben Elementary School (K-3)

Anna Newsome, Principal
520 South Wildwood Avenue
Kankakee, IL 60901
Phone: 815-802-4601
Fax: 815-936-4093

Taft Primary School (K-3)

Terrance Lee, Principal
Kendra Leftridge, Assistant Principal
1155 West Hawkins Street
Kankakee, IL 60901
Phone: 815-802-4701
Fax: 815-933-0684

King Middle Grade School (3-6)

Adrienne West, Principal
Joia Crossley, Assistant Principal
1440 East Court Street
Kankakee, IL 60901
Phone: 815-802-4101
Fax: 815-933-4548

Kennedy Middle Grade School (3-6)

Dr. Karen Burns, Principal
TBD, Assistant Principal
1550 West Calista Street
Kankakee, IL 60901
Phone: 815-802-4001
Fax: 815-928-7390

Kankakee Junior High School (7-8)

Stephanie Harris, Principal
Dr. Jacqanai Gipson, Assistant Principal
Erin Goldenstein, Assistant Principal
2250 East Crestwood Street
Kankakee, IL 60901
Phone: 815-802-5701
Fax: 815-933-7272

Kankakee High School (9-12)

Dr. Vernitta Sims, Principal
Calvin Works, Freshman Asst. Principal
TBD, 10th Gr. Asst. Principal
TBD, 11th Gr. Asst. Principal
Jonathan Sikma 12th Gr. Asst. Principal
1200 West Jeffery Street
Kankakee, IL 60901
Phone: 815-802-5501
Fax: 815-933-9149

Central Office – Lincoln Cultural Center

240 Warren Avenue
Kankakee, Illinois 60901
(815) 802-7730

School Board Members

Barbara A. Wells, President
Darrell Williams, Vice President
Tracy Verrett, Secretary
Mary Archie
Jess Gathing
Christopher W. Bohlen
Deb Johnston

Central Administration

Dr. Geneva Walters Superintendent of Schools
Dr. Nicole Terrell-Smith Assistant Superintendent for Business Services
Shemeka Fountain Assistant Superintendent for Human Resources
Felice Hybert Assistant Superintendent for Curriculum
Edith Bender-Petty Director of English Language Learning
Jennifer Way Director of District Improvement
TBD..... Director of Secondary Education & Leadership
Dr. Robert Lopez Director of Student Support Services
Millicent Griffin Director of Special Education
TBD..... Director of Early Childhood Education
Barnetta Harris Innovative Administrator
Tammy Williams Innovative Administrator
Krystal Clifton Innovative Coordinator

School Hours

Edison Primary School (Grades K-3) 9:00 a.m. – 3:40 p.m.
Mark Twain Primary School (Grades K-3) 9:00 a.m. – 3:40 p.m.
Steuben Elementary School (Grades K-3) 9:00 a.m. – 3:40 p.m.
Taft Primary School (Grades K-3) 9:00 a.m. – 3:40 p.m.
Kennedy Middle Grade School (Grades 3-6) 8:30 am. – 3:10 p.m.
King Middle Grade School (Grades 3-6) 8:30 am. – 3:10 p.m.
Lincoln Cultural Center (Grades K-8) 7:30 a.m. – 2:00 p.m.
Independence Academy (Grades 4-12) 7:40 a.m. – 1:25 p.m.
Kankakee Junior High School (Grades 7-8) 7:40 a.m. – 2:00 p.m./3:00 p.m.
Kankakee High School (Grades 9-12) 7:35 a.m. – 2:25 p.m.

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SECTION 1
DISTRICT-LEVEL PARENT-FAMILY ENGAGEMENT COMPACT (Title 1) (Policy 6:170)

This District-level Compact provides an understanding of the joint responsibility of the District and parents/guardians to improve students' academic achievement and school performance. To that end, the District provides opportunities for parents/guardians involvement at the District level by:

1. The District involves parents/guardians in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the process of school review and improvement (20 U.S.C. §6316) by:
 - Establishing a District-level committee with parents/guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.
 - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
 - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
 - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:
 - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
 - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
 - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
 - Seeking input from parents/guardians in developing workshops.
3. The District builds the capacity of schools and parents/guardians for strong parental involvement by:
 - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
 - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
 - Utilizing PTO's to assist in identifying effective communication strategies based on their members' needs.
 - Providing a master calendar of District meetings to discuss pertinent topics.

The District coordinates and integrates parents/guardians involvement strategies under this *Compact* with parents/guardians involvement strategies under other programs, such as, the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs by:

- Involving District and program representatives to assist in identifying specific population needs.
 - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
4. The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (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), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:
 - Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
 - Identifying barriers to effective evaluation by language support or other assistance as needed.
 - Identifying potential policy and compact changes to revise and improve program(s).
 5. The District involves parents/guardians in the activities of the schools served under Title I by:
 - Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
 - Providing Building Principal and PTO coordination of events.

SECTION 2 PARENT HANDBOOK

(2-1) INTRODUCTION

The District 111 Parent Handbook is only a summary of the board policies governing the district. The complete set of Board policies and administrative procedures are available to the public at the district office and on Kankakee School District 111 website www.ksd111.org.

The District handbook may be amended during the year without notice. Communication of all policies will be made to persons expected to execute and comply with them.

Parent/Community Communication

Kankakee School District #111 has a mass call-out notification system in place that will be used to deliver information quickly and efficiently to all District families. Some of the events in which parents may receive a call include:

- Emergency Phone Alerts – For emergencies related to Weather, School Closings, Bus Delays and Safety Concerns
- Child Absence – If your child is not present when attendance is taken and the school was not notified of an excused absence, you will receive a call requesting that you contact the school
- Announcements/Reminders – For important school events including Parent-Teacher Conferences, Illinois Assessment of Readiness testing and student performances.

It is important that parents/guardians provide to their child's school an active/functioning telephone number so the school is successful in providing them with vital and critical information. Please make sure and notify the school office of any phone number changes.

(2-2) SCHOOL DISTRICT PHILOSOPHY AND OBJECTIVES (Policy 6:10)
--

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.

The objectives for the educational program are:

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop student awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students with fundamental career concepts and skills.
5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences.

6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become lifelong learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, Equal Educational Opportunities.

(2-3) ACCESS TO DISTRICT RECORDS

Pursuant to the Illinois Freedom of Information Act (FOIA), the District will respond to all written requests to copy and/or inspect public records to the extent required by law. The District expects such written requests to be addressed to the District's FOIA Officer. More information, including copies of the District's policy and procedures governing responses to FOIA requests, may be obtained by request from the FOIA Officer.

- District's FOIA Officer
Dr. Geneva Walters
Superintendent at 815-802-7700

(2-4) ACCOMMODATING INDIVIDUALS WITH DISABILITIES (Policy 8:70)
--

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on an equal basis to those without disabilities and will not be subject to illegal discrimination. Where necessary, the District may provide to persons with disabilities separate or different aids, benefits, or services from, but as effective as, those provided to others.

The District will provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to existing facilities will be accessible when viewed in its entirety.

The Superintendent is designated the Americans with Disabilities Act, Title II Coordinator and, in that capacity, is directed to:

1. Oversee an evaluation of district services, policies, and practices to determine if they comply with Title II. The final written evaluation should be completed by January 26, 1993. The Superintendent should recommend necessary modifications to the Board. Interested people must be given the opportunity to submit comments during the evaluation process. The final self-evaluation document must be kept for at least 3 years, be available for public inspection, and include a list of individuals and organizations consulted, a description of areas examined and any problems identified, and a description of any modifications.
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored

function, program, or meeting. Individuals with disabilities may allege a violation of this policy or federal law by filing a grievance under the Uniform Grievance Procedure.

Read the full policy here: [Board Policy 8:70](#)

(2-5) ADMISSIONS AND STUDENT TRANSFERS TO AND FROM NON-DISTRICT SCHOOLS (Policy 7:50)
--

Age

To be eligible for admission, a child must be five years old on or before September 1 of that school term. Children who enter first grade must be six years of age on or before September 1 of that school term. Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught kindergarten by an appropriately certified teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services eligible for admission at three years of age.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. The school shall promptly make a copy of the certified copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child.
2. Upon the failure of a person enrolling a student to provide a copy of the student's birth certificate, the building Principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case shall be referred to the local law enforcement authority for investigation.
3. If compliance is not obtained within that 10-day period, the Principal shall so refer the case. The Principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph which appears inaccurate or suspicious in form or content.
4. Proof of residence, as required by Board policy 7:60, *Residence*.
5. Proof of disease immunization or detection and the required physical examination, as required by State law and [Board policy 7:100](#), *Health Examinations, Immunizations, and Exclusion of Students*.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, Education of Homeless Children, and its implementing administrative procedures, govern the enrollment of homeless children.

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Child and Family Services when enrolling in or changing schools.

Student Transfers to and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

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.

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.

Re-enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, Expulsion Procedures. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities in Education Act or accommodation plans under the Americans with Disabilities Act.

Read the full policy here: [Board Policy 7:50](#)

(2-6) ADMINISTERING MEDICINES TO STUDENTS (Policy 7:270 & 7:270 AP1)

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

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 this policy and its implementing procedures.

A student may possess an epinephrine auto-injector (EpiPen®) and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's

parent(s)/guardian(s) has completed and signed a “School Medication Authorization Form.” The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student’s self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel.

A student’s parent(s)/guardian(s) must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student’s self-administration of an epinephrine auto-injector and/or medication or the storage of any medication by school personnel.

For a student using medical cannabis: The parent/guardian is responsible for providing the school with copies of the valid registry identification cards issued to their child and the child’s designated caregiver as required by the Ill. Department of Public Health. The student’s parent/guardian must also ask the student’s health care provider to complete a *School Medication Authorization Form – Medical Cannabis*. The designated caregiver shall be allowed to administer a medical cannabis infused product to the student on the premises of the child’s school or on the child’s school bus. The product must be immediately removed from school premises or the school bus after administration. State law does not require school personnel to administer medical cannabis to students.

Students with diabetes may self-manage as provided by their diabetes care plans.

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

Read the full policy here: Board Policy [7:270](#)

(2-7) ATTENDANCE, TARDIES, AND TRUANCY (Policy 7:70)

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years of age (unless the child has graduated from high school), or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age. These individuals must cause the child to attend the District school wherein the child is assigned, except as provided herein or by State law. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student’s absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student’s safety or health, or other reason as approved by the Superintendent or designee.

Absences from School

It is the parent/guardian responsibility to notify the school within 24 hours whenever your son/daughter is absent. Students will be allowed 5 days of excused or explained absences per semester. After the five days of absences, all subsequent absences may require a note from a physician verifying the illness to excuse the absence. An accumulation of unexcused absences will result in the Kankakee County Attendance Assistance Program (Truancy) program being notified.

Excused Absences: When a student returns from an excused absence, the student has two days for every excused day of absence in which all make up work may be turned in.

- Absences of 3 consecutive days or longer will require a physician's note in order to be excused.
- Illness verified by parent **up to 5 days per semester**.
- Death or serious illness in the immediate family.
- Unavoidable medical or dental appointment. The absence will be marked unexcused until a note from the physician is provided.
- Religious Holidays

Explained Absences: The following absences must be pre-arranged in order to be considered excused. An anticipated absence must be arranged through the Principal's office at least 24 hours prior to the absence. Work obtained prior to the absence and turned in upon the student's return must be considered for full credit.

- Court appearance
- Family vacations
- Scheduled religious activities

Unexcused/Suspension Absences: The District must report truancy information to the Regional Office of Education (ROE) and the ROE may file a truancy petition for students who accumulate several unexcused absences within any one nine week grading period. Parents should contact the school to arrange pickup of their child's work that will occur during their suspension. When a student returns from a suspension or an unexcused absence, the student has one day for every day of absence in which all make up work may be turned in.

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

Absenteeism and Truancy

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with The School Code and School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound Taps at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of

the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.

4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in The School Code, Section 26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem. Kankakee School District No. 111 7:70 Page 2 of 3
7. The identification of supportive services that may be offered to truant or chronically truant students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, Programs for Students at Risk of Academic Failure and/or Dropping out of School and Graduation Incentives Program.
8. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
9. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, Student Records, as well as State and federal law concerning school student records.
10. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
11. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
12. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, Students School Admissions and Student Transfers To and From Non-District Schools.
13. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum academic or attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Tardy Policy

Each student has a right to a full class period of instruction. To take advantage of instructional time and minimize disruptions for the class, each student has the responsibility to be in class on time. **When a student is tardy to class:**

- Parent contact is made by the school.
- Student is referred to an administrator/counselor. Administrator may assign an intervention or detention.

Attendance Assistance Program in Kankakee County

The purpose of the Attendance Assistance Program is to help potential and chronic truants and behaviorally “at risk” students to overcome roadblocks to regular school attendance. If students accumulate several absences within any one nine week grading period that student may be referred to the Attendance Assistance Program. The goal of the program is to improve student achievement through improved attendance.

The identification of supportive services that may be offered to truant or chronically truant students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, Programs for Students at Risk of Academic Failure and/or Dropping out of School and Graduation Incentives Program.

A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.

Read the full policy here: [Board Policy 7:70](#)

<p>(2-8) BULLYING, INTIMIDATION, AND HARASSMENT PREVENTION (Policy 7:180)</p>
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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.

The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
 - a. 7:190, *Student Discipline*. This policy prohibits students engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited, is prohibited.
 - b. 7:310, *Restrictions on Publications and Written or Electronic Material*. a publication includes, without limitations: (1) written or electronic print material, and (2) audio-visual material, on any medium including electromagnetic media (e.g. images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g. a printed book, CD-ROM, etc.) or on-line (e.g. any website, social networking site, database for information retrieval, etc.) This policy prohibits students from: distributing and/or accessing at school any publication that: 1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities; 2. Violates the rights of others, including but not limited

to material that is libelous, invades the privacy of others, or infringes on a copyright; 3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbooks; 4. Is reasonably viewed as promoting illegal drug use; or 5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students. Accessing or distributing "on-campus" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

- c. *7:20, Harassment of Students Prohibited.* This policy prohibits any 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. 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.

Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, or harassing behavior, (b) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (c) protecting students against retaliation for reporting such conduct.

2. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
3. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Fully informs staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes: (a) communicating the District's expectation – and the State law requirement – that teachers and other certificated employees maintain discipline, and (b) establishing a process for staff members to fulfill their obligation to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.

5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.
6. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior.
7. Communicates the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
8. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
9. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
10. Complies with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

Read the full policy here: [Board Policy 7:20](#)

(2-9) BUS CONDUCT (Policy 7:220)

All students must follow the District's School Bus Safety Rules. 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, including, but not limited to, the following:

1. Prohibited student conduct as defined in the Board Policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity.

The content of the electronic recordings are confidential and exempt from the Eavesdropping Act. Only school officials and law enforcement personnel are authorized to use such videos

under the Eavesdropping Act. The videos are not school student records. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Read the full policy here: [Board Policy 7:220](#)

(2-10) BUS TRANSPORTATION (Policy 4:110)

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 school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation services and vehicle adaptation is provided for a special education student if included in a student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Parents who live less than one and one half miles from school may request transportation for their children after the first week of school at a minimum cost. A request will be granted if an appropriate bus route exists and there is space on the bus. Bus schedules and routes shall be determined by the Assistant Superintendent for Business Services or a designee and shall be altered only with the Superintendent's approval and direction. In fixing the routes, every effort should be made to have the pickup and discharge points as safe and convenient for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a post-trip inspection procedure to ensure that the school bus driver is the last person leaving the bus and that no passenger is left behind or remains on the vehicle at the end of a route, work shift, or workday.

Read the full policy here: [Board Policy 4:110](#)

(2-11) COMMUNICABLE AND CHRONIC INFECTIOUS DISEASE (Policy 7:280)

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. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

Read the full policy here: [Board Policy 7:280](#)

(2-12) CONDUCT CODE FOR PARTICIPANTS IN EXTRACURRICULAR ACTIVITIES (Policy 7:240)

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves at all times, including after school and on days when school is not in session, and whether on and off school property, as good citizens and exemplars of their school, and (2) notify participants that failure to abide by it could result in removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board of Education.

All coaches and sponsors of extracurricular activities shall annually review the rules of conduct with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs.

Performance Enhancing Drug Testing

The Illinois High School Association (IHSA) randomly tests the student athletes who qualify as individuals or as members of a team for selected State series competitions. The student athlete and his or her parent(s)/guardian(s) shall consent, in writing, to the random drug testing before participating in interscholastic athletics. Failure to sign the consent form renders the student athlete ineligible. The Superintendent or designee shall develop procedures to implement the District's compliance with this IHSA policy.

Read the full policy here: [Board Policy 7:240](#)

(2-13) CREDIT FOR PROFICIENCY, NON-DISTRICT EXPERIENCES, COURSE SUBSTITUTIONS AND ACCELEARTED PLACEMENT (Policy 6:310)

Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College or high school courses offering dual credit at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education

6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program
7. Credit earned in a Vocational Academy

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

Vocational or technical education. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution(s) and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District.

Registered Apprenticeship Program. The Superintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs. The opportunities and requirements for registered apprenticeship programs contained in this policy will be posted on the District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s)

A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program if:

1. The registered apprenticeship program meets all criteria contained in State law;
2. The registered apprenticeship program is listed by the District, or the student identifies a registered (but not listed) apprenticeship program with a business or organization if one is not offered in the District;
3. The student enrolled in a registered apprenticeship program has the opportunity to earn post-secondary credit toward a certificate or degrees, as applicable;
4. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District and on its website;
5. The Building Principal approves the substitution(s); and

6. All non-academic requirements mandated by the School Code for high school graduation that would otherwise prohibit or prevent the student from participating in the registered apprenticeship program are waived.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Read the full policy here: Board Policy [6:310](#)

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 than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in School Board policy 7:10, Equal Educational Opportunities, or any factor other than the student's identification as an accelerated learner.

Read the full policy here [6:135](#)

(2-14) ENGLISH LEARNERS (Policy 6:160)

The District offers opportunities for resident English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Language Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners.
2. Appropriately identify students with limited English speaking ability.
3. Comply with State law regarding the Transitional Bilingual Educational Program and Transitional Program of Instruction.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.

(May 2021)

6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

Parent Involvement

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

Read the full policy here: [Board Policy 6:160](#)

(2-15) EQUAL EDUCATIONAL OPPORTUNITIES (Policy 7:10)

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status of being homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

Sex Equity

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board Policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Read the full policy here: [Board Policy 7:10](#)

(2-16) EXEMPTION FROM PHYSICAL EDUCATION (Policy 7:260)

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

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

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

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

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

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in [6:310](#), High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students.

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

(2-17) EXPULSION PROCEDURES (Policy 7:210)

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly include what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s).

- e. State that the School Code allows the School Board to expel a student for a definitive period of time not to exceed 2 calendar years, as determined by a case-by-case basis.
 - f. Ask that the student parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the School Board or a hearing panel appointed by it. If a hearing panel is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the board.
 3. During the expulsion hearing, the Board or hearing panel shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel; offer evidence, present witnesses, and cross-examines witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

Read the full policy here: [Board Policy 7:210](#)

(2-18) FOOD SERVICES (ref. Policy 4:130)

All students will receive free lunch this school year.

Ala carte Sales

Students desiring ala carte items, extra milk or a second meal must pay cash or have money in their meal account as these items are not part of the USDA Program. **No students will be allowed to charge any ala carte items.**

- **End of Year Outstanding Credit Balances** - All school meal charges not paid by the end of the school year must be paid before the student registers for the following school year.
- **Transferring Funds** - Funds can be transferred from one student's school meal account to another student's account within the same family by contacting the School Food Service Department at (815) 933-0725.
- **Moving or Graduation**- Parents who may be moving out of district and have funds remaining in their student's school meal account can contact the School Food Service Department for a refund.

Ref. Policy 4:130

(2-19) GRADING AND HOMEWORK (Policy 6:280 & 6:20-AP-3& 6:290 AP)

Grading

The Superintendent shall establish a system of grading, and reporting academic achievement to parents/guardians. The system shall also determine when promotion and graduation the requirements have been met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on Illinois Assessment Readiness Tests, or other testing. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Homework

Definition:

Relevant activities that reinforce or support learning outside of the classroom

Purpose:

Homework contributes toward building knowledge and lifelong learning habits. It is the intention of the Kankakee School District #111 staff to assign relevant, challenging and meaningful homework assignments that reinforce and enrich classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned and develop learning independence. Homework assignments/grades are modified based on students' individual learning needs (i.e. student skill remediation, IEP, 504 Plans).

Homework assignments may include:

- **Practice** exercises to follow classroom instruction
- **Preview** assignments to prepare for subsequent lessons

Short or long term projects that may require research are not considered to be homework.

Grading Homework:

Homework grades should provide feedback to the student on proficiency toward the academic objective. Students who miss homework because of an absence will receive the opportunity to make up missed work, as noted in the Kankakee School District #111 Parent/Student Handbook.

Students are expected to turn work in on time. Students who turn in late assignments will receive any of the following based upon individual teacher discretion:

- **Partial credit**
- **No credit**
- **Communication with parents**

Homework shall count for no more than 10% of a students' academic quarter grade.

Roles and Responsibilities:

Role of Staff:

- Assign relevant, challenging and meaningful homework that reinforces classroom learning
- Give clear instructions and make sure students understand the purpose
- Give feedback to improve understanding of learning and/or correct homework
- Involve parents and contact them if a pattern of late or incomplete homework develops

Role of Parents:

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor student's organization and daily list of assignments.
- Students learn by doing. Guide students to complete homework independently.
- Be supportive when the student gets frustrated with difficult assignments
- Contact teacher to stay well informed about the student's learning process

Role of Student:

- Be sure all assignments are clear; don't be afraid to ask questions, if necessary.
- Set aside a regular time for studying.
- Find a quiet, well-lit study area.
- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work.
- Make sure assignments are done according to the given instructions and completed on time and turned in.

Read the full policy here: [Board Policy 6:280](#)

(2-20) GRIEVANCE PROCEDURE (Policy 2:260)

A student, parent/guardian, employee, or community members should notify any District Complaint Manager, if he or she believes that the School Board, its employees, or agents have violated his or her rights guaranteed by the State or federal constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. § 2002d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. § 2000e et seq.
6. Sexual harassment (State Officials and Employees and Ethics Act, Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victim's Economic Security and Safety Act; 820 ILCS 180
12. Illinois Equal Pay Act of 2003, 820 ILCS 112
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.) Employee Credit Privacy Act, 820 ILCS 70/ .

The Complaint Manager will attempt to resolve complaints without resorting to this grievance procedure, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to a prompt and equitable resolution of the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, "school business days" means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail himself or herself of this grievance procedure may do so by filing a written complaint with any District Complaint Manager. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s).

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. If the Complainant is a student, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years or age or older.

Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board, which will make a decision in accordance with the following section of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within 5 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant by U.S. mail, first class, as well as the Complaint Manager.

Within 10 school business days after receiving the Superintendent's decision, the Complainant may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within 5 school business days of the Board's decision, the Superintendent shall inform the complainant of the Board's action.

This grievance procedure shall not be construed to create an independent right to a Board hearing. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator

Ms. Shemeka Fountain, Assistant Superintendent
240 Warren Avenue
Kankakee IL 60901
815-802-7710

Complaint Managers

Barnetta Harris, Assistant Principal
Innovation Administrator
240 Warren Avenue
Kankakee, IL 60901
815-802-XXXX

Cale Kuester, Principal
Edison Primary School
1991 E. Maple Street
Kankakee, IL 60901
815-802-4302

(2-21) HARASSMENT OF STUDENTS PROHIBITED (*Policy 7:20*)

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. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment, intimidation or bullying are handled according to the provisions on sexual harassment below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, intimidation or bullying by including this policy in the appropriate handbooks.

Sexual Harassment Prohibited

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

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, service, or treatment;
 - d. Making submission to or rejection of such conduct the basis for academic decision affecting a student.The terms intimidating, hostile, and offensive include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action

Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers. The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator

Ms. Shemeka Fountain,
Assistant Superintendent
240 Warren Avenue
Kankakee IL 60901

815-802-7710

Complaint Managers

Barnetta Harris, Assistant Principal
Innovation Administrator
240 Warren Avenue
Kankakee, IL 60901
815-802-XXXX

Cale Kuester, Principal
Edison Primary School
1991 E. Maple Street
Kankakee, IL 60901
815-802-4302

Read the full policy here: [Board Policy 7:20](#)

(2-22) ENVIRONMENTAL QUALITY OF BUILDINGS & GROUNDS (Policy 4:160)

The Superintendent shall take all reasonable measures to protect the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials, including pesticides, and infectious materials.

**(2-23) HEALTH EDUCATION PROGRAM REGARDING SEXUAL ABUSE
(Policy 6:60-AP)**

The grades 6-12 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the medical and legal ramifications of alcohol, drug, and tobacco use, abuse during pregnancy); sexual abstinence until marriage; tobacco; nutrition; and dental health. Secondary schools shall include sexual assault awareness. No student shall be required to take or participate in any class or course on AIDS, family life instruction, or sex abuse if his or her parent/guardian submits a written objection to the Building Principal. Refusal to take or participate in any such course shall not be the reason for disciplinary action or academic penalty.

(2-24) HOME AND HOSPITAL INSTRUCTION (Policy 6:150)

A student who is absent from school for an extended period of time or ongoing intermittent absences, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services shall begin as soon as eligibility is established. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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

(2-25) HOMELESS CHILDREN'S EDUCATIONAL RIGHTS (Policy 6:140)

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

District Homeless Liaison

Barnetta Harris, Innovation Administrator
Lincoln Cultural Center
240 Warren Avenue
Kankakee IL 60901
Phone: 815-802-XXXX

Read the full policy here: [Board Policy 6:140](#)

(2-26) PROGRAMS FOR STUDENTS AT RISK OF ACADEMIC FAILURE AND/OR DROPPING OUT OF SCHOOL AND GRADUATION INCENTIVES PROGRAM (Policy 6:110)

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs. Supportive services may be offered to a student, who is experiencing an attendance problem, including:

- Parent-teacher conferences
- Counseling services by social workers/and or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education programs
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time
- Graduation incentives program

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 according to State law;
2. Has been suspended or expelled;
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.

The student who chooses an alternative education program shall meet with the Building Principal and appropriate staff for the purpose of developing an individualized optional education plan. The truant student's parent(s)/guardian(s) shall participate in the planning sessions unless the truant student is 18 years or older.

(2-27) RESIDENCY (Policy 7:60)

Resident Students

Only students who are residents of the District may attend a District school without tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition. Parent(s)/guardian(s) shall provide transportation for the student.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If a student's family plans to move into the District within 31 calendar days after the beginning of school, the student will be allowed to attend school at the beginning of the school year without payment of tuition.

Requests for Non-Resident Student Admission

Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent' may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
4. The student's parent(s)/guardian will be responsible for transporting the student to and from school.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by The School Code, 105 ILCS 5/10-20.12b.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedures, govern the enrollment of homeless children.

Read the full policy here: [Board Policy 7:60](#)

(2-28) SAFETY AND CRIMINAL OFFENDER NOTIFICATION (Policy 4:170, 4:175 & 4:170-AP2)

Safety Program

All District operations, including the education program shall be conducted in a manner that will promote the safety of everyone on District property or at a District event.

The Superintendent or designee shall develop and implement a comprehensive safety and crisis plan incorporating both avoidance and management guidelines. The comprehensive safety and crisis plan shall specifically include provisions for: injury prevention; bomb threats, weapons, and explosives on campus; school safety drill program; tornado protection; instruction in safe bus riding practices; emergency aid; post-crisis management; and responding to medical emergencies at an indoor physical fitness facility. During each academic year, each school building that houses school children must conduct a minimum of:

1. Three school evacuation drills,
2. One bus evacuation drill, and
3. One severe weather and shelter-in-place drill.

When contacted by the appropriate local law enforcement agency with a request to conduct and participate in a law enforcement drill, the Superintendent or appropriate designed must conduct a law enforcement drill during the academic year. The law enforcement drill must be conducted according to the District's comprehensive and crisis plan and it may be conducted on days and times that students are not present in the building.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to use any available cellular telephone. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except: (1) during an emergency situation, (2) to call for assistance if there is a mechanical problem, (3) where a cellular telephone is owned by the School District and used as a digital two-way radio, and (4) when the school bus is parked.

Convicted Child Sex Offender Screening: Notification

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 meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) 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 (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the School Board, Superintendent or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal. In all cases, the Superintendent or designee shall supervise a child sex offender whenever the offender is in a child's vicinity. If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Child Sex Offender Community Notification Law and the Child Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

Read the full policy here: [Board Policy 4:170](#) , [Board Policy 4:175](#)

(2-29) SCHOOL VISITATION RIGHTS (Policy 8:95)
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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. For more information, contact John Thomas at 815/802-7710.

(2-30) SEARCH AND SEIZURE (Policy 7:140)

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

School Property and Equipment as well as Personal Effects Left There By Students:

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

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

Students

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

When feasible, the search should be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certificated employee or liaison police officer of the same sex as the student.

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

Seizure of Property

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

Read the full policy here: [Board Policy 7:140](#)

Referral Procedures for Special Services

SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation enacted to prohibit discrimination against individuals with disabilities. Under Section 504, a person is considered to have a disability if that person has a physical or mental impairment which substantially limits one or more major life activities. A referral, to determine the need for additional assistance and/or classroom modifications, may be made by a student's teacher, principal, parent, physician, outside agency, the student or any other concerned individual. Referrals may be initiated through the building principal or his/her designee. An evaluation will be conducted to determine eligibility and appropriate accommodations or modifications will be written into a 504 Plan.

SPECIAL EDUCATION: INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Kankakee School District #111 provides a free and appropriate program of Special Education Services for exceptional children who are residents of the District and who are between the ages of 3 and 21 in accordance with state and federal law. Parents or guardians as well as school personnel have the right to refer students for an evaluation to determine if they are eligible for special education services or placement.

In order to receive special education services, a student must have a physical or mental disability. The disabilities as defined by federal law are; autism, visual impairment, hearing impairment, intellectual disability, orthopedic impairment, emotional disturbance, specific learning disability, speech and language impairment, traumatic brain injury, developmental delay, multiple disabilities, deafness, deaf-blindness and other health impairments. The disability must adversely impact educational achievement and require specially designed instruction.

If a student is experiencing academic or behavioral difficulties, a parent/guardian or school personnel may refer the child through the building principal to the Problem Solving Team. The function of this group is to provide academic or behavioral strategies/interventions to assist the student. The group will discuss the students' strengths and weaknesses to develop and implement an intervention plan.

If at any time a parent/guardian or school personnel suspect a disability they should refer the student to the buildings Pupil Personnel Service Team (PPS). The PPS Team will determine if a case study evaluation is warranted based on factors that include educational progress, interaction skills, and functioning in the school environment. The presence of learning disabilities cannot be determined by evaluation. It can only be determined by data from intervention. If the PPS Team determines that a case study is not warranted, the person who made the referral will receive written notice that a case study will not be completed and the reasons for this determination. If the PPS Team determines that a case study is warranted the team will conduct a Domain Review. The areas addressed in the review include health, academic performance, cognitive ability (intelligence), communication ability, functional performance, hearing, motor abilities, social/emotional status, and vision. At the completion of the review of existing information, the team will determine what additional evaluation data are needed in each relevant area and from what sources that information should be gathered to determine if the child requires special education services. Consent from the parent/guardian for the assessments will be obtained before the case study is initiated.

For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

Behavior Policies and Procedures For Special Education Students

Discipline of Special Education Students

Kankakee School District #111 believes that students with identified disabilities should be held, as much as possible and reasonable, to the same behavioral and social expectations and consequences as students without disabilities. However, when a student's disability prevents him or her from conforming to school rules and expectations, special considerations and procedures will be employed.

A special education student whose behavior interferes with his or her learning or that of others may require a Functional Behavior Analysis/Behavior Intervention Plan. This plan is developed by the IEP Team and becomes part of the IEP. A Functional Behavior Analysis/Behavior Intervention Plan is also developed and/or reviewed if a student is suspended for 10 consecutive days or when a student's suspension exceeds 10 cumulative days as well as when a student is considered for a 45 day placement or expulsion. Additionally, a behavior plan is written for a student who requires the use of restrictive interventions.

A special education student may be suspended for periods of no more than 10 consecutive days each in response to separate incidents of misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his or her disabling condition, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another). For all removals that exceed 10 days during one school year, the District must provide services to the student. School personnel, in conjunction with the students' special education teacher, shall determine the services to be provided.

Such services must be designed to enable the student to progress in the general curriculum and advance toward his or her IEP goals.

When suspensions exceed 10 days or when a student commits an act of gross disobedience or misconduct that could result in expulsion, an IEP meeting to determine if the act committed is a manifestation of his/her disability must be held. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA 2004 during such period of expulsion.

A special education student who: (1) has carried a weapon to or possesses a weapon at school on school premises or to or at a school function; (2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school on school premises, or at a school function; or (3) has inflicted serious bodily injury upon another person while at school, on school premises or at a school function may be removed from his or her current placement and placed in an appropriate interim alternative educational setting for no more than 45 days without regard to whether the behavior is determined to be a manifestation of his or her disability. Any special education student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing office changing the student's placement to an appropriate interim alternative educational setting for up to 45 days if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

Manifestation Determination Summary:

The function of the manifestation determination is that the IEP team conduct a careful and thorough consideration of the student's behavior that resulted in the disciplinary action. It is required within ten (10) school days of any decision to change the placement of an eligible child because of violation of the school code. Therefore, the manifestation determination should be conducted in the following situations:

- Suspensions of 10 consecutive days or if suspensions have been accumulated to 10 days and constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another)..
- Child is being considered for expulsion.
- Child is going to be removed for up to 45 days to an alternative placement (used for drugs and weapons offenses).

The Manifestation determination is based upon two inquires.

1. Was the conduct caused by or did it have a direct and substantial relationship to the child's disability or
2. Was the conduct the direct result of the LEA's failure to implement the child's IEP.

If the team determines that the behavior was not a manifestation of the student's disability, relevant disciplinary procedures may be applied in the same manner in which

they are applied to students without disabilities. However, the student still retains the right to a free, appropriate public education.

If the team determines that the behavior was a manifestation of the student's disability, it must take steps to ensure that all services in the child's IEP are provided. In addition, the following actions must be implemented:

- The IEP team must conduct a functional behavioral assessment, unless the LEA has already completed one, and implement a behavioral intervention plan;
- If a behavioral intervention plan was already developed, review it and modify it as necessary to address the behavior;
- Return the child to the placement from which the child was removed, unless the LEA and parent agree to a change in placement.

Behavioral Interventions

A fundamental principle is that positive, non-aversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible. The most effective and humane manner of reducing undesirable behavior is by developing, strengthening, or generalizing desirable behavior to compete with and ultimately displace the undesirable behavior. While positive approaches alone will not always succeed in managing extremely inappropriate behavior, the use of more restrictive behavior interventions would be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the student's dignity and personal privacy and adhere to professionally accepted instructional practices.

The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be furnished to the parent(s)/guardian(s) of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the Board or at the time an individual education plan is first implemented for a student. All students shall be informed annually of the existence of this policy and the procedures. At the annual individualized education plan review, a copy of this policy shall be given to the parent(s)/guardian(s). The policy and procedures shall be explained. A copy of the procedures shall be available upon request of the parent(s)/guardian(s).

Behavioral interventions are categorized into four levels of restrictiveness: 1) Nonrestrictive, 2) restrictive, 3) highly restrictive, and 4) prohibited.

Nonrestrictive Interventions

Emphasis on positive, nonrestrictive interventions are preferred because of low risk of negative side effects and high priority placed on positive behavior change rather than on behavior control. These interventions may be used without the development of a written behavior management plan as part of the student's IEP.

Restrictive Interventions

Restrictive interventions may be used in the emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions include aversive and deprivation procedures that are associated with higher risk or negative side effects. These interventions will be used only after a behavioral management plan is written and appropriate modifications of the student's IEP completed or in the case of an emergency.

Highly Restrictive Interventions

Highly restrictive interventions are deemed inappropriate for use in most circumstances. Use of these interventions will be considered through a Manifestation Determination (consideration of the disciplinary code violations' relationship to the student's disabling condition)/IEP conference (reevaluation of student goals/objectives and services, the development or revision of a Behavior Management Plan for changes in the IEP and review of the appropriateness of the current educational placement).

Prohibited Interventions

Prohibited interventions are illegal and cannot be used under any circumstances.

The selection of intervention strategies for use with an individual student shall be based on information derived from student's initial referral, case study evaluations/re-evaluations and current and past IEP's. Furthermore, parents and/or guardians of students with disabilities should be actively involved in the development of the behavior plan especially when restrictive interventions are used.

Restrictive interventions may be used in an emergency. "Emergency" refers to a situation in which immediate restrictive interventions are necessary to protect students, other individuals, or the physical site from 1) physical injury (to self or others), 2) severe emotional abuse due to verbal and nonverbal threats and gestures, 3) severe property damage, 4) serious and continuous disruption of the school/classroom environment, and 5) other acts involving harm. When confronted with an emergency, personnel should use interventions that are the least intrusive to reasonably respond to the situation.

In order to provide staff with an appropriate knowledge base in restrictive interventions, new special education teachers and related service personnel will be offered training and certification through the Crisis Prevention Institute. Recertification is also available on a yearly basis.

This document reflects the standards of the Illinois State Board of Education. For a copy of the Illinois State Board of Education's Behavioral Guidelines, write ISBE at 100 N. First Street, Springfield IL 62777.

Medicaid Eligibility

Notification of Medicaid Parental Consent

If your child is currently receiving a health related service such as speech therapy, physical therapy, occupational therapy, social work or psychological services as part of his or her Individual Education Plan (IEP), consistent with requirements in 34 CFR300.5039 (c) we hereby give notice of the following:

1. That a written and signed parental consent has been or will be obtained before accessing a child's or parent's public benefits or insurance acknowledging that

the parent or guardian understands and agrees that Kankakee School District #111 may access the child's or parent's public benefits or insurance to pay for services under 34 CFR part 300;

2. That records or information about services provided may be disclosed for the purpose of seeking reimbursement for Medicaid covered health-related services to its billing agent, other healthcare providers, the applicable State Agency or Insurance Program, and/or the Illinois Department of Healthcare and Family Services (HFS) as necessary to process Medicaid claims;
3. That health related services part of an Individual Education Plan (IEP) will be provided to your child with no out-of-pocket expense to the child's parent or guardian; and
4. That you have a right under 34 CFR part 99 and part 300 to withdraw your consent to disclosure of your child's records or information about services and that your withdrawal or refusal of consent does not relieve Kankakee School District #111 of its responsibility to ensure that all required services are provided at no cost to the parent or guardian.

Please contact the Special Education Office at (815) 802-7800 if you have any questions.

(2-32) STUDENT AND FAMILY PRIVACY RIGHTS (Policy 7:15)

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students must advance or relate to the District's educational objectives as identified in Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.

7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

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

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is administered pursuant to the District's extracurricular drug and alcohol testing program (see Policy 7:240, Conduct Code for Participants in Extracurricular Activities)
4. Is otherwise authorized by Board policy.

Read full policy here: [Board Policy 7:15](#)

(2-33) STUDENT FEES WAIVER (Policy 4:140)
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Students will pay for loss of schoolbooks or other school-owned materials. Fees for textbooks, other instructional materials, and driver education are waived for students who meet the eligibility criteria for waiver contained in this policy. In order that no student is denied educational services or academic credit due to the inability of parent(s)/guardian(s) to pay fees and charges, the Superintendent will recommend to the Board for adoption what additional fees, if any, the District will waive for students who meet the eligibility criteria for

fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program or the student or the student's family is currently receiving aid under Article IV of the Illinois Public Aide Code. The Superintendent or designee will give additional consideration where one or more of the following factors are present:

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

Questions regarding the fee waiver request process should be addressed to the Building Principal's office.

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

(2-34) STUDENT RECORDS (Policy 7:340 & 7:340-AP)

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

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

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

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain

circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

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

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

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

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

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

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official-committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

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

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to:

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

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

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student’s information without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students’ names, addresses, and telephone numbers, unless the student’s parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student’s temporary record which such individual may obtain through the exercise of any right secured under State law.

9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW

Read the full policy here: [Board Policy 7:340](#), [Board Policy 7:340AP1](#)

(2-35) STUDENT SUPPORT WELFARE SERVICES (Policy 7:250)

The following student support services are provided by the School District:

1. Health services supervised by qualified nurse(s). The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Health Clinic services for eligible students by a qualified nurse practitioner.
3. Educational and psychological testing services and the services of a psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from the parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as the appropriate professional staff.
4. The services of a social worker, provided that the parent(s)/guardian(s)’ informed consent be secured in advance.
5. Guidance and counseling services directed by the Building Principal.
6. A liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.

Read the full policy here: [Board Policy 7:250](#)

(2-36) SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

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

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

(2-37) TITLE I PROGRAMS (*Policies 6:170 & 6:170AP2*)

Compensatory instructional services and activities shall be designed to improve the level of proficiency in identified basic skills of students whose academic, social, or environmental needs prevent them from succeeding in regular school programs and to prevent their regression in such skills when regular programs are not in session. Parent(s)/guardian(s) shall be kept informed of their children's progress and shall be invited to consult with staff on ways to provide students with the maximum benefits of such programs.

The Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) mandate that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of students such as:

1. Teacher and paraprofessional qualifications
2. Non-certified Teachers
3. Testing Transparency
4. Annual Report Card
5. Parent & Family Engagement Compact
6. Voluntary Public School Choice Program
7. Student Privacy
8. English Language Learners
9. Homeless Students

Parent(s)/guardian(s) may request information about the District's services and instructional materials and may file complaints using the Uniform Grievance Procedure.

Read the full policy here: [Board Policy 6:170](#), [Board Policy 6:170AP2](#)

(2-38) USING A PHOTOGRAPH OR VIDEOTAPE OF A STUDENT (*Policy 7:340-E2*)

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

Many times, however, the school will want to identify a student in a school picture. School officials want to acknowledge those students who participate in a school activity or deserve special recognition.

In order for the school to publish a picture with a student identified by name, one of the student's parent or guardians must sign a consent form. Parents are asked to sign consent forms at registration at the start of each school year which grants permission for the district to allow the school to publish and otherwise use photographs and videotapes, with your child or ward identified, while he or she is enrolled during the current school year.

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.

(2-39) WELLNESS POLICY (Policy 6:50)

Belief Statement

The Board of Education of Kankakee School District #111 is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

Intent

The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code, including, without limitation, goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for all food available during the school day; a plan for measuring implementation including designating one or more persons charged with operational responsibility; and involving parents, students, school food service providers, the school board, school administrators, and the public in developing this policy.

Rationale

A disturbing number of children are inactive and do not eat well. The result is an alarming 16 percent of children and adolescents are overweight – a three-fold increase since 1980.1 Congress passed the Child Nutrition and WIC Reauthorization Act of 2004 on June 30, 2004. Recognizing the role schools can play in health promotion; this law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The objectives of the wellness policy are to improve the school nutrition environment, promote student health and reduce childhood obesity. In addition, Public Act 094-0199 amends the Illinois School Code,

requiring the Illinois State Board of Education to establish a state goal that all districts have a wellness policy.

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children's health.

Schools also have a responsibility to help students establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes.

Goals for Nutrition Education

- Students in preschool through grade 12 shall receive nutrition education as part of a sequential program that is coordinated within a comprehensive health education curriculum. The program shall be designed to provide students with the knowledge and skills necessary to adopt healthy eating behaviors and aimed at influencing students' knowledge, attitudes and eating habits. Special emphasis should be placed on nutrition education in preschool through primary grades as eating habits are established at a young age. The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.
- To maximize classroom time and to achieve positive changes in students' eating behaviors, nutrition education shall be integrated into the standards-based⁴ lesson plans of other school subjects like math, science, language arts, physical education, health, family and consumer science and social sciences.
- To achieve positive changes in students' eating behaviors, it is recommended that a minimum of fifty contact hours of nutrition education opportunities be provided to students each year.⁶ Contact hours may include a combination of classroom instruction; nutrition education provided in the cafeteria; or health fairs, field trips and assemblies providing nutrition education.
- The nutrition education program shall include enjoyable interactive activities such as contests, promotions, taste testing, field trips and school gardens.

Goals for Physical Activity

- Students in preschool through grade 12 shall participate in daily physical education that enables them to achieve and maintain a high level of personal fitness; emphasizes self-management skills including energy balance (calories in minus calories out); is consistent with state/district's standards/guidelines, and is coordinated within a comprehensive health education curriculum. The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.
- It is recommended that all students in all grades participate in physical education for the maximum number of minutes per week that can possibly be worked into the school schedule. Special emphasis should be placed on promoting an active lifestyle in preschool through primary grades as health habits are established at a young age. Accommodations shall be made for students with disabilities, 504 plans, and other limitations.

- Schools shall provide a daily supervised recess period to elementary students.
- It is recommended that recess be held before lunch. Studies show improved student behavior on the playground, in the cafeteria and the classroom; and students waste less food and drink more milk when eating after recess.
- Students shall be provided opportunities for physical activity through a range of before- and after-school programs including intramurals, interscholastic athletics, and physical activity clubs.
- Because students should engage in a minimum of 60 minutes of physical activity a day, the physical education program shall actively engage families as partners in providing physical activity beyond the school day.

Goals for Other School-Based Activities Designed to Promote Student Wellness

Parent Partnerships

- Schools shall support parents' efforts to provide a healthy diet and daily physical activity for their children. This support shall begin in elementary school and continue through middle and high school.
- Parents shall be provided information to help them incorporate healthy eating and physical activity into their student's lives. This information may be provided in the form of handouts, postings on the school/district website, information provided in school/district newsletters, presentations that focus on nutrition and healthy lifestyles and any other appropriate means available for reaching parents.

Consistent School Activities and Environment – Healthy Eating

It is recommended that food providers share information about the nutritional content of school meals and/or individually sold foods with students, family and school staff.

- School meals shall be served in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines. The National Association of State Boards of Education recommends that students have adequate time to eat, relax and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.
- All food service personnel shall have adequate pre-service training and regularly participate in professional development activities that provide strategies for providing tasty, appealing and healthy school meals; nutrition education strategies including coordination of classroom and cafeteria activities; and effective promotional techniques to encourage healthy eating habits.
- Food providers shall involve families, students and other school personnel in choosing nutritious food and beverage selections for their local schools through surveys, committees, taste-testing and similar activities designed to provide input into the decision-making process.
- Food providers shall work with suppliers to obtain food and beverages that meet the nutrition requirements of school meals and nutrition standards for those sold individually.
- Food providers shall work closely with school instructional staff to reinforce nutrition instruction and foster an environment where students can learn about and practice healthy eating.
- Food providers shall take every measure to ensure that student access to food and beverages on school campuses meets federal, state and local laws and guidelines.

- Students, parents, school staff and community members bringing food and beverages to school for parties/celebrations/meetings shall be encouraged to provide healthful options and shall be provided with a list of recommended food and beverage options.
- All food brought in for parties/celebrations/meetings/fundraisers shall be obtained from sources that comply with all laws related to food and food labeling. **The use of home prepared food is prohibited.**
- School-based organizations shall be encouraged to raise funds through the sale of items other than food. Fundraisers involving food should be limited and restricted to outside of the school day.
- To reduce competition with nutritionally balanced school meals and enhance student safety, it is highly recommended that, to the extent practicable, students are not permitted to leave school grounds to purchase food or beverages and that parents not bring to lunch food from fast food vendors.
- Partnerships between schools and businesses are encouraged and many commercial advertising relationships involve food or beverages. To meet wellness objectives, it is recommended that commercial advertising relationships involve only food and beverages that meet nutrition standards. The Food Service Department will have nutritional analyses of the food items that are sold to students.
- Schools shall take efforts to promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System (MyPyramid) such as fruits, vegetables, low-fat dairy food and whole grain products.
- Nutrition education shall be provided by trained and well-supported staff with adequate pre-service and in-service training. It is recommended that staff involved in nutrition education complete a pre-service course in nutrition and a minimum of one hour of nutrition education in-service training per school year. Preparation and professional development shall provide basic knowledge of nutrition along with activities, instructional techniques and strategies designed to change students' attitudes and behavior.
- All food and beverages made available on campus shall comply with the federal, state and local food safety and sanitation regulations.
- For the safety and security of food, access to any area involved in storage, preparation or service of food on the school campus shall be limited to authorized personnel.

Consistent School Activities and Environment –Physical Activity

- Physical education shall be provided by trained and well-supported staff that is certified by the state to teach physical education. All physical education teachers shall regularly participate in continuing education activities that impart the knowledge and skills needed to effectively promote enjoyable lifelong healthy eating and physical activity among students. Physical education classes shall have a student to teacher ratio comparable to those in other curricular areas. The physical education program shall be closely coordinated with the other components of the overall school health program. Physical education topics shall be integrated within other curricular areas. In particular, the benefits of being physically active shall be linked with instruction about human growth, development, and physiology in science classes and with instruction about personal health behaviors in health education class.

- Schools are encouraged to limit extended periods of inactivity. When activities such as mandatory testing make it necessary for students to be inactive for long periods of time, it is recommended that schools give students periodic breaks during which they are encouraged to stand and be moderately active. Schools are encouraged to develop community partnerships with other child-serving organizations such as park districts and YMCA's to provide students with opportunities to be active. Schools are encouraged to provide student and community access to and promote use of the school's physical activity facilities outside of the normal school day. Physical activity facilities and equipment on school grounds shall be safe. Schools are encouraged to work with the community to create a community environment that is safe and supportive of students walking or biking to school.

Food or Physical Activity as a Reward or Punishment

- School personnel shall be encouraged to use nonfood incentives or rewards with students and shall not withhold food from students as punishment. **School personnel shall not use physical activity as a punishment or withhold participation in recess or physical education class as a punishment.**

Nutrition Guidelines for All Food and Beverage Available on School Campuses During the School Day

Food providers shall offer a variety of age-appropriate, appealing food and beverage choices and employ food preparation, purchasing and meal planning practices consistent with the current Dietary Guidelines for Americans (e.g. provide a variety of fruits and vegetable choices; serve low-fat and fat-free dairy products; ensure that whole grain products are served).

All food and beverages sold individually (apart from the reimbursable school meal) on school campuses during the school day shall meet nutrition standards. This includes:

- a la carte offerings in the food service program;
- food and beverage choices in vending machines, snack bars, school stores; and
- food and beverages sold as part of school-sponsored fundraising activities.

Nutritious and appealing food and beverages, such as fruits, vegetables, low-fat dairy foods and whole grain products, shall be available wherever and whenever food is sold or otherwise offered at school.

Guidelines for School Meals

School meals served shall be consistent with the recommendations of the Dietary Guidelines for Americans and/or shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program and all applicable state and local laws and regulations.

Measuring Implementation & Community Involvement

The Superintendent shall be charged with the operational responsibility for ensuring that each school meets the local wellness policy requirements. The district superintendent shall appoint a District Wellness Committee that includes parents, students, and representatives of the school food authority, the school board, school administrators, and the public to oversee development, implementation and evaluation of the wellness policy. In addition, it is recommended that the Superintendent also appoints teachers (including preschool – grade

12, family and consumer science, physical education and health educators) and health professionals (school nurse, physician, dietitian, etc.) as members of the committee.

The terms of District Wellness Committee members shall be staggered for continuity. The appointed district wellness committee shall be responsible for:

- creating and maintaining bylaws for operation;
- assessment of the current school environment;
- development of a wellness policy;
- presenting the wellness policy to the school board for approval;
- measuring the implementation of the wellness policy; and
- recommending revision of the policy, as necessary.

The principal of each campus shall be responsible for implementation of the local wellness policy and shall appoint a school-based evaluation team to develop and implement an annual evaluation plan.

The school-based evaluation team shall evaluate policy implementation and identify areas for improvement. The evaluation team shall report their findings to the campus principal and develop with him/her a plan of action for improvement, as needed.

The Wellness Committee shall hear reports from each campus group annually. Before the end of each school year the Wellness Committee shall recommend to the district superintendent any revisions to the policy it deems necessary. The Wellness Committee shall report to the Superintendent and School Board annually on the progress of the Wellness Committee and the status of compliance by the campuses.

Read the full policy here: [Board Policy 6:50](#)

SECTION 3
DISCIPLINARY INFRACTION DEFINITIONS AND CONSEQUENCES (Policy 7:190)

RANGE & DEFINITION OF ADMINISTRATIVE CONSEQUENCES:

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

➤ **Warning**

Students are told that repeated offense(s) will result in more severe disciplinary action.

- Time in Office/Conference
- Modification of Privileges
- Documentation
- Enrollment in a Tiered Intervention

➤ **Parent Contact/Parent Conference**

Parent/Guardians are notified of the discipline concern by phone, mail or in person. Parent may be scheduled for a required conference.

➤ **Detention/Restitution**

Time assigned the student by a staff member or administrator to be served outside of the academic portion of the school day. Students may be required to perform simple work consistent with the nature of the offense committed to remedy the damage which they or others have caused to property or grounds - for example: removal of gum from under desks and seats, repair of damaged property, removal of gang identifiers painted on buildings, repair of grounds damaged by vehicles, etc. Parents will be given 24 hour notice of the student's detention.

➤ **Short Term CIPS (formerly ILC)**

Time assigned the student by an administrator to be served inside of the academic portion of the school day. Students may be required to perform simple work consistent with the nature of the offense committed to remedy the damage which they or others have caused to property or grounds - for example: removal of gum from under desks and seats, repair of damaged property, removal of gang identifiers painted on buildings, repair of grounds damaged by vehicles, etc. During a supervision period, the student will work on class assignments under the supervision of a district employee.

➤ **Crisis Intervention Programing Stabilization (CIPS)**

This new program has been developed for Kankakee School District to provide a safe, optimal learning environment for students in crisis. This placement includes special education and regular education students and allows students to continue to receive instruction rather than serve out-of-school suspension. CIPS (Crisis Intervention Programing Stabilization) staff provides academic and behavioral supports for each student, based on the student's individual needs while providing direct instructional support. Programming can be provided for general or special education students, Pre-K through 21 years old. Number of days will be determined

by principal and their team, including parent/guardian. Any student that is placed in the CIPS program with an IEP, who's placement exceeds 45 days, will be reviewed to determine if the alternative (CIPS) setting continues to be in the best interest of the student. CIPS programming at the high school and junior high will be available for students in crisis in academic and supports will also be included in program for students with multiple F's or deficient credits.

➤ **Out-of-School Suspension**

A temporary exclusion of a student from school (including all activities sanctioned by Kankakee School District), from all school district property, from riding the school bus or from a class or classes for a period of time not to exceed ten (10) attendance days. A student may be suspended from riding the school bus in excess of ten (10) attendance days for safety reasons. Students will be allowed one day to make up work for every day of suspension

➤ **Referral to an Alternative Education Program**

For students in Grades 4-12, referral to an alternative education program, which students attend in place of their regular attendance center.

➤ **Expulsion**

Board of Education approved exclusion of a student for a period of time greater than ten (10) attendance days but not to exceed two (2) calendar years. Expelled students are not allowed on District No. 111 property or allowed to attend any activity sanctioned by the district until their term of expulsion has been completed, except for the limited purpose of attendance an alternative school on district property.

Re-Engagement of Returning Students

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

Read the full policy here: [Board Policy 7:190](#)

(3-1) ARSON

The intentional setting of fires on school grounds.

(3-2) ASSAULT

Threatening to do physical harm to any person.

(3-3) BATTERY

A physical attack on another student with intent to do bodily harm.

(3-4) BATTERY TO STAFF

Intentional physical contact with a staff member with the intent to do harm including any touching of an employee/person who is attempting to stop a confrontation.

All incidents of battery against school personnel will be reported immediately to local law enforcement authorities.

(3-5) BUS SAFETY VIOLATION

All students must follow the District's School Bus Safety Rules. School Bus Suspensions 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, including, but not limited to, the following:

1. Prohibited student conduct as defined in the Board Policy 7:190, Student Behavior.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. Academic Credit for Missed Classes During School Bus Suspension A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

(3-6) BULLYING/CYBER-BULLYING/HARASSMENT

Prevention of and Response to Bullying, Intimidation, and Harassment

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

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.

2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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

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

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager: Mr. Cale Kuester

Address: 1991 East Maple Street, Kankakee, IL60901

E-mail address: Cale-Kuester@ksd111.org

Phone: 812-802-4302

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

- b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

- 6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
- 7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
- 8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
- 9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
- 10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
- 11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post

the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - e. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - g. 7:190, *Student Discipline*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - h. 7:310, *Restrictions on Publications*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

(3-7) CAFETERIA CONDUCT

Students are expected to enter and exit the cafeteria in a calm and orderly manner through the designated doors, remain seated except when purchasing or throwing away food, leave tables and floors clean, use proper table manners, use appropriate voice and language, wait their turn in line, keep hands, feet and all other objects to themselves, and place all trash in the appropriate containers. Students are expected to eat all lunches purchased in the cafeteria inside the cafeteria, unless they are under the direct supervision of a staff member. No food or drinks, except water in a water bottle, are allowed for consumption outside of the cafeteria unless under the direct supervision of a staff member.

(3-8) CHEATING

When a student uses someone else's work as his/her own, or willfully gives answers to another student, or does the work intended for someone else. Plagiarism is a specific form of cheating by using another person's published or copyrighted work and trying to pass it off as one's own.

(3-9) CLASS CUT

When a student does not attend class and he/she was present in the building.

(3-10) DESTRUCTION OF SCHOOL PROPERTY

A deliberate act of disrespect to the school environment by a student including but not limited to: any alteration to school property from its previous state, malicious destruction or damage of property (vandalism), treating the environment with blatant disregard, accidental destruction of property as the result of malicious activities or horseplay, graffiti, littering, and/or damaging equipment.

(3-11) DRESS CODE VIOLATION

Students' dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. As of January 1, 2015 all students in Kankakee School District 111, grades kindergarten through 12th grade are required to wear uniforms to school on all attendance days.

Students who do not wear the school uniform will be required by administration to put on the uniform shirt for the remainder of the day. Students not in uniform will receive the following consequences:

Each day of noncompliance the student will be directed to put on a uniform shirt. Parent/Guardian will be called.

Refusal to wear the uniform will result in loss of privileges including all extra-curricular activities. These will include but are not limited to the following:

- Field trips not related to curriculum (i.e. Great America)
- Out of state trips
- Participation in athletic events
- School Dances (i.e. Homecoming, Winter Ball, Prom)
- Extra-curricular activities and clubs
- Pep Assemblies
- Rewards and nonacademic activities/privileges

No student will be suspended, expelled from school, or receive a lower grade for noncompliance. All other behavior expectations for the school district apply. Parents who require waivers for religious reasons can obtain the waiver from the building Principal. Parents who refuse to require their children to wear the uniform must meet with the Principal to discuss the consequences and sign a waiver that indicates that they have received information about the above-mentioned consequences.

(3-12) ELECTRONIC DEVICE MISUSE (7:190-AP5)

Electronic Signaling Devices

Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

Cell Phones and Other Electronic Devices

The possession and use of smartphones, cell phones, and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be kept out of sight and in an inconspicuous location, such as a backpack, purse, or locker.
2. They must be turned off during the regular school day unless the supervising teacher grants permission for them to be used or if needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.
4. They may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions or non-consensual dissemination of private sexual images as defined in State law, i.e., sexting. Possession is prohibited regardless of whether the depiction violates State law. Any cellular phone or electronic device may be searched upon reasonable suspicion of sexting or other violations of policy. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.

Electronic study aids may be used during the school day if:

1. Use of the device is provided in the student's IEP, or
2. Permission is received from the student's teacher.

Examples of electronic devices that are used as study aids include devices with audio or video recording, iPods®, some cellular telephones, smartphones, laptop computers, and tablet computers or devices, e.g., iPads®.

Examples of electronic devices that are not used as study aids include: hand-held electronic games, CD players, MP3 players/iPods® used for a purpose other than a study aid, global positioning systems (GPS), radios, and cellular telephones (with or without cameras), used for a purpose other than a study aid.

The use of technology as educational material in a curriculum-based program is not a necessity but a privilege, and a student does not have an absolute right to use his or her electronic device while at school. Using technology as a study aid must always follow the established rules. Using technology at all other times must always follow the established rules for cell phones and other electronic devices at school.

The School District is not responsible for the loss or theft of any electronic device brought to school.

(3-13) EXCESSIVE TARDIES

Each student has a right to a full class period of instruction. To take advantage of instructional time and minimize disruptions for the class, each student has the responsibility to be in class on time. **When a student is tardy to class:**

- Parent contact is made by the school.
- Student is referred to an administrator/counselor. Administrator may assign an intervention or detention.

Each subsequent Tardy: Referred to Dean of Student for disciplinary. Chronic tardiness may result in a loss of after school privileges or a recommendation for placement in an alternative program.

(3-14) EXPLOSIVES AND FIREWORKS

Possession, use or threat to use any fireworks, explosives, or other such instruments capable of inflicting bodily harm, is strictly prohibited. Student is responsible for any costs associated with damages to school property as a result of an incident.

(3-15) FALSE ALARMS

The act of initiating a fire alarm or initiating a report warning of a fire, an impending bombing, or other catastrophe without just cause will not be tolerated.

(3-16) FALSE REPORTS

The misrepresentative of ones identity by altering or forging school forms, or calling emergency services.

(3-17) FIGHTING

Physical contact between two or more people with the intent to do bodily harm directed toward another individual.

Definition of Self-Defense – Every effort should be made by the student to avoid a verbal or physical altercation. If a student becomes aware of a potential altercation, he or she must inform an adult who can prevent it from occurring.

It is not considered self-defense if a student participates in any of the following behaviors:

1. Participating in a verbal or written argument with the other students.
2. Saying “**Hit me**” at any time.
3. Fronting, posturing or squaring off with the other student.
4. Throwing punches – **even if the other student throws punches first!**
5. Continues or escalates aggressive behaviors when the opportunity to stop the fight is available, when told to stop, or while being restrained.

(3-18) GAMBLING

Gambling is not permitted on school grounds by state law. Gambling includes making wagers on any activity, collecting money or other exchanges to bet or wager on an activity, playing games of chance for a bet or wager. An example of gambling is throwing dice.

(3-19) GANG-LIKE ACTIVITIES

As used herein, a gang is referred to as any group of two (2) or more persons whose purpose includes the commission of any act that violates any school rule or violates any local, state or federal law. No student on school grounds, on a school bus or at any school or school-related activity shall engage in any activity including, but not limited to, the following:

1. Wearing, using, possessing, drawing, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign, or any other thing(s) that are evidence of membership or affiliation in any gang.
2. Committing any act or omission or using any speech, either verbal, non-verbal or symbolic (such as gestures or handshakes) showing membership of affiliation in a gang; and
3. Using any speech or committing any act in furtherance of the interests of any gang or gang activity, including but not limited to: (a) inciting violence or acting in a violent manner where students, faculty, staff or others are placed in danger or placed in a position where danger may be anticipated; (b) acting in a manner or causing others to act in a manner where property is or maybe damaged or defaced; (c) intimidating a person to perform or omit to perform an act as defined by Section 12-6 of the Illinois Criminal Code; (d) soliciting others for membership in any gang; (e) requesting any person to pay protection money; (f) extorting money, gambling and/or engaging in prostitution; and (g) engaging in an act that violates any school policy or local, state or Federal law.

(3-20) HARASSMENT - OTHER

Any offensive behavior intended to disturb, threaten, or upset an individual. This includes making explicit threats on an Internet website against a school employee, a student, or any school related personnel as described in 7:190 *Student Discipline*.

(3-21) HARASSMENT - SEXUAL

Sexual harassment is prohibited. Sexual harassment is defined as act of a student who makes unwelcome sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex.

Sexting is a form of sexual harassment. Sexting is defined a minor under the age of 18 electronically distributing or disseminating any lewd material that shows another minor nude, partially nude, or transparently clothed (705 ILCS 405/3-40 (a)).

(3-22) HAZING

Any intentional, knowing, or reckless act directed against a student for the purpose of being initiated into, affiliating with holding office in or maintaining membership in any organization, club, or athletic team whose members are or include other students.

(3-23) I.D. VIOLATIONS

IDs must be worn around the neck at all times while in attendance at school and at school events. A violation includes not wearing the ID, wearing it inappropriately, and defacing or purposely destroying an ID.

(3-24) INAPPROPRIATE SEXUAL CONDUCT

Inappropriate contact or gestures of a sexual nature. Public displays of affection are not permitted at school.

(3-25) INTERNET USE VIOLATION

A violation of the Internet Use Agreement of District #111; a misuse or abuse of computer or Internet privileges.

(3-26) LEAVING SCHOOL PROPERTY

Once a student arrives at school he or she must stay on school property, namely in the school building, until dismissal time. Students may only leave during the school day with permission of the administration or designee.

(3-27) MOB ACTION

Action of two or more people collaborating for the sole purpose of doing violence to a person or property or otherwise commit an unlawful act.

(3-28) NOT SERVING CONSEQUENCES

Failure to serve disciplinary consequences according to the established timeline.

(3-29) PARKING VIOLATIONS

Students may purchase a parking sticker for the student lot. The parking sticker provides permission to park in the lot, but it is not a guarantee of a parking place. Student vehicles parked on school grounds without the appropriate sticker during school hours will be towed without warning at the owner's expense. Anyone parking in the fire lanes may be towed.

(3-30) PHYSICAL AGGRESSION

Making aggressive physical contact with another person.

(3-31) PROFANITY/VERBAL ABUSE

The repeated use of written or verbal profanity, vulgar, or obscene language

(3-32) ROBBERY

Robbery is the taking of the property of another by force. **This includes extortion, which is coercing a person to give up money or anything of value by threats, intimidation, or use of force.**

(3-33) SALE OF DRUGS

The sale, distribution, or intent to sell or deliver drugs including look-alike drugs and alcohol in the school building, in campus, at a school activity, or at any time under school jurisdiction is prohibited. Intent to sell will be determined by the packaging and quantity of the possessed substance, determined by local law enforcement criteria. Police or juvenile authorities and the Superintendent of Schools shall be notified.

(3-34) SMOKING/POSSESSION OR USE OF TOBACCO PRODUCTS

Smoking, possession, or use of any tobacco products are not allowed on school grounds or at any school-sponsored activities. Students should not have cigarette lighters or matches (lit or unlit) on school grounds. Violators will be subject to disciplinary action, including suspension. This includes using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes or e-cigarettes.

(3-35) SUBSTANCE ABUSE/LOOK-A-LIKES

Anyone found to be under the influence, in possession or control of, selling or delivering any controlled substance, including alcohol, drugs, drug paraphernalia, look-a-likes, or marijuana while in school, on school district property, or at any school sponsored activity held on or off school property, shall be subject to disciplinary action.

The sale, distribution, intent, to sell or deliver drugs including look-alike drugs and alcohol in the school building, in campus, at a school activity, or at any time under school jurisdiction is prohibited. Intent to sell will be determined by the packaging and quantity of the possessed substance, determined by local law enforcement criteria. Police or juvenile authorities and the Superintendent of Schools shall be notified. Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes or e-cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
 - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
 - h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.
 - i. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

Note: If a student enters the building smelling as if he/she has been smoking and or drinking an illegal substance, he/she will be sent to the Principal/Assistant Principal. Depending upon the findings of the administrator, the student's parent/guardian may be notified to pick the student up and/or the student may be suspended with police involvement.

(3-36) SKATEBOARDING/IN-LINE SKATING/SCOOTERS

(Manual/Motorized) – Students may not skateboard, in-line skate, or ride scooters (manual or motorized) on school property at any time.

(3-37) THEFT

Willfully taking something that belongs to someone else without that person's permission. Accepting something from another student that one knows or suspects is stolen.

(3-38) THROWING ITEMS

A student willfully throws, tosses, flicks, drops, etc. a physical object. The object does not have to hit anyone or be directed toward anyone to be a throwing infraction.

(3-39) UNAUTHORIZED AREA

Student is in an unassigned area without permission. A student is on school property when his or her presence is prohibited. A student is on school property or at a sporting event during a suspension.

(3-40) UNAUTHORIZED PUBLICATION

Students are prohibited from: a) accessing and/or distributing any written or electronic material at school, including material from the Internet that will cause substantial disruption of the proper and orderly operation of the school or school activities, and b) creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

(3-41) VERBAL/WRITTEN AGGRESSION

The act of speaking or writing in a threatening or agitated manner to another student or adult. The speech may include swearing, threats, and derogatory remarks. The writing could be in any format.

(3-42) WEAPONS

A weapons violation includes possession, use, control or transfer of a) any gun, rifle, shotgun, as a weapon; b) knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm; (c) ammunition, or; d) "look-alikes" of any weapon as defined above. Any item such as a baseball bat, pipe, lock, bottle, stick, pencil, or pen is considered to be a weapon if used, or attempted to be used to cause bodily harm.

Kankakee School District #111 encourages students to inform staff if they hear of any information regarding a weapons situation.

SECTION 4 ACCEPTABLE USE OF INTERNET (Policy 6:235)
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Computers and electronic networks, including the Internet, are a part of the District's instructional program and serve to promote excellence by facilitating resource sharing, innovation, and communication. The District's electronic network is part of the curriculum and is not a public forum for general use. Full disclosure and understanding in the partnership between parents, students, staff, and volunteers with regard to District technology and its use are essential. This Computer and Network Use Policy is created to ensure that all parties understand their responsibilities.

Unless otherwise specified, the following policies apply equally to all District computer and network users, including, but not limited to staff, students, School Board Members, guests, and volunteers.

Each staff member must sign the District's *Computer and Network Use Agreement* as a condition for using the District's computers and network, including the Internet. Each student and his or her parent(s)/guardian(s) must sign the District's *Computer and Network Use Agreement* before the student is granted access.

Use of the District's computers and network is a privilege, not a right, and this privilege may be revoked at any time for conduct that violates this Policy.

All individuals with access to District technology and computer networks will:

- Respect the rights and property of others.
- Observe District Board Policies.
- Utilize the computers, network, Internet, and other technologies for purposes supporting the District's educational goals and legitimate District business.
- Take reasonable precautions to prevent loss or damage to equipment and data.
- Install and use software and hardware on the District's computers and network only in accordance with this policy and related procedures.

Interpretation and application of this Policy are within the sole discretion of the District Administration. Any questions or issues regarding this Policy should be directed to the Building or District Administration or the Technology Directors.

User Privacy

No user of the District computer equipment or network has a reasonable expectation of privacy in such use. District Administration or Technology Department personnel may audit, monitor, or review the use of the equipment and network periodically or for a specific cause. Technology Department personnel may see e-mail messages and files during operational procedures or troubleshooting. All works created or viewed by a user on the District's computers, network, or storage devices are subject to the monitoring and scrutiny of Technology Department personnel and District Administration.

Computer and Network Use Rules

All District policies and rules pertaining to behavior and communication apply to computer and network use. District computer users are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the District and the laws of the State of Illinois and the United States.

The following conduct is prohibited on District computers and the District network:

- Any illegal activity, including violation of copyright.
- Deliberate use of malicious code, such as viruses or malware.
- Vandalism or any attempt to harm or destroy data of another user, the Internet, or any other network, including uploading or creating computer viruses.
- Hacking or gaining unauthorized access to files, resources, or entities.
- Use for financial or commercial gain, including the development of Intellectual Property owned by the user.
- Attempting to circumvent any security, content filtering, or traffic management measures implemented by the District.
- Use while access privileges are revoked or suspended.
- Using an account owned by another user without authorization.
- Invading the privacy of any individual or organization.
- Misappropriating or plagiarizing data.
- Intentionally wasting finite resources or degrading or disrupting system performance.
- Unauthorized downloading of software.
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.
- Deliberately attempting to access obscene or inappropriate materials.
- Posting or forwarding personal communications without the author's consent.
- Posting anonymous messages.
- Using abusive or otherwise objectionable language in either public or private messages.
- Harassing, threatening, or intimidating another person.
- Sending chain letters to lists or individuals.
- Unauthorized access to or alteration of any school document.

Network Etiquette and Conscientious Use Guidelines

- Be polite. Do not use abusive, vulgar, or inappropriate language in your messages or posts.
- Exercise caution with personally identifiable information.
- Do not reveal the personal information of others including students or colleagues.
- Student records may not be disclosed to third parties unless disclosure is in accordance with the Illinois School Students Records Act.
- Any student receiving unsolicited requests for personal information should immediately report the request to the supervising teacher. The teacher will report the incident to the appropriate building administrator.
- Do not share your user account information with other individuals or leave your computer logged in unattended.
- Exercise caution with messages or files received from unknown or suspicious senders.
- When bringing in data from outside the District, ensure media is free from viruses. District virus protection software should be used to examine these media before they are used in a District computer.
- Information accessible via the network and Internet should be assumed to be private property and copyrighted unless otherwise stated.
- Broadcast messages must be work-related.

Acceptable Electronic Mail Usage

The District's electronic mail system and its constituent software, hardware, and data files are owned and controlled by the District. The District provides e-mail as an educational tool to aid students and staff members in fulfilling their duties and responsibilities.

- The District reserves the right to access the contents of any account on its system, without prior notice or permission from the account user. Messages relating to or in support of illegal activities may be reported to law enforcement authorities.
- Unauthorized access by any student or staff member to an e-mail account is strictly prohibited.
- Use the same degree of care in drafting an e-mail message as would be used writing a memorandum or letter. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- E-mails transmitted via the District's Internet gateway carry an identification of the user's Internet domain, which identifies the author as being with the District. Use care in composing e-mail and consider how the message will reflect on the name and reputation of the District.
- Users will be held personally responsible for the content of any and all e-mail messages they prepare or send.
- Any message received from an unknown sender should be immediately deleted or forwarded to the Technology Directors. Downloading any file is prohibited unless the user is certain of the nature and authenticity of the file.
- Use of the District's e-mail system constitutes consent to these regulations.

Controlled Access to the Internet

Internet access is provided strictly for use consistent with the District's educational goals. All staff will receive yearly training on the appropriate use of Internet resources. Students will be educated annually about appropriate online behavior, including but not limited to interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

In accordance with the Children's Internet Protection Act, District monitors Internet access and e-mail use and uses mechanisms such as content filters and firewalls to protect staff and students from obscene, pornographic, and other inappropriate material available on the Internet. Students are not allowed to access the Internet or e-mail without staff supervision and are required to connect to the web through a content filter. Despite these efforts, users may encounter information on the Internet that is controversial or potentially harmful. Some Internet material may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal content. The District does not condone the use of such materials and does not knowingly permit the use of such materials. Deliberate attempts to access obscene or inappropriate materials by any user will result in disciplinary action by the District Administration.

The Superintendent or the Superintendent's designee shall include measures in this policy's implementation plan to address the following:

- Ensure staff supervision of student access to online electronic networks.
- Restrict student access to inappropriate matter and harmful materials.
- Ensure student and staff privacy, safety, and security when using electronic communications.
- Restrict unauthorized access, including "hacking" and other unlawful activities.

- Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as names and addresses, unless disclosure is required by law.

Security

Network security is a high priority. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the District's computers and network. Any user who feels that he or she can identify a security problem or data breach on the network must immediately notify an Administrator and not demonstrate the problem to others.

Users should always log out of a computer when leaving their work area for extended periods of time and especially at the end of the day. Logging out will prevent others from using your account. Keep your account and password confidential.

Intellectual Property

All works of any kind that an employee or student of the District creates on the District's computers or network shall be deemed "work for hire" (as defined in 17 U.S.C. § 1001(1)) and thus the intellectual property of the District.

For each re-publication of a graphic or text file that was produced externally, the user must provide a notice at the bottom of the page crediting the original producer and noting how and when permission to republish was granted.

Warranties/ Indemnification

The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computers and network. The District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Users are responsible for backing up their data. Use of any information obtained via the Internet is at the user's own risk; the District specifically denies any responsibility for the accuracy or quality of information obtained on the Internet.

The user agrees to indemnify, defend, and hold harmless the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of this policy and its procedures.

Enforcement

Violation of the rules set forth by this Computer and Network Use Policy may result in disciplinary action by District Administration or the Board of Education. District Administration may suspend some or all privileges associated with computer and network use in cases of misuse. Additional disciplinary action for misuse by students may include, but is not limited to, suspension or expulsion from school, removal from classes requiring computer use, and, if appropriate, criminal prosecution. Additional disciplinary action for misuse by employees and other users may include, but is not limited to, formal reprimand, probation, termination, and, if appropriate, criminal prosecution.

Before any permanent action is taken against a user, the user will be advised of the basis for the proposed action and given an opportunity to respond. The specific disciplinary action for each case will be at the discretion of the District Administration or the Board of Education and may vary depending on the severity of the infraction. Any formal discipline of students or staff shall comport with existing District policy and procedure. The District will rigorously uphold laws governing the use of the District's computers and network.

Access to Student Social Networking Passwords & Websites

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

SECTION 5 PREK-6TH SCHOOL INFORMATION FOR PARENTS

After School

Please encourage your children to come directly home after school, regardless of whether they walk or ride a bus. Loitering can lead to unsafe situations. The practice of coming home to ask permission to go to a friend's house or outside to play helps parents to know where their children are and what they are doing.

Every effort should be made to pick up your children on time from school. After repeated attempts to contact the parent/guardian, any child who is not picked up after school hours will be remanded into the custody of local law enforcement.

Calling the School

Please do not anticipate that teachers or children to be called to the phone during the school day unless there is an emergency. Parents may contact teachers before and after school, or leave a message with the school secretary requesting to be called as soon as they have an opportunity.

For the safety of your child - all calls for changes in the way your child is to go home or where they are to go after school should be made to the school office by 3:00 PM. You may also send a note to your child's teacher with the change in afterschool transportation or arrangements. Calling before 3:00 PM will help eliminate any unsafe situations for students.

Corporal Punishment

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

Emergency Closings

In the event that severe weather including extreme heat should force the closing of District 111 schools, parents will be notified via announcements on WKAN 1320 AM; WONU 89.7; WVLI 95.1; the cancellation.com website; and the district website: www.kankakeeschooldistrict.org (click on emergency closings); Cancellations.com. Please listen to your radio whenever weather conditions are threatening.

Parents who are not home during the day and cannot be contacted by phone should inform their children ahead of time about an alternate place to go in the event school is dismissed early.

Schools in District 111 will be dismissed early on those days when the outside temperature is reported to be in excess of 95 degrees by 11:00 AM. **Decisions to dismiss school early because of extreme heat will be announced by Noon.**

Field Trips

Elementary schools take educational and reward-based field trips. These trips are a privilege for our students. Parents will be notified of all field trips. Field trip permission slips signed at registration will cover all field trips within Kankakee County. Trips that are made outside of

the county will require individual permission slips be signed. If the student's behavior warrants safety concerns on a trip, the parent may be requested to accompany the student to make it possible for him/her to attend. In the event the parent is unable to attend the trip, it is at the principal's discretion to allow or not allow the student to attend. All parents that attend field trips must be an approved volunteer.

Flowers/Balloons

Flowers, balloons, etc. should not be delivered or brought to school for birthdays or other celebrations. These items become a safety concern during dismissal procedures.

Head Lice (7:250-AP1)

Head lice (pediculosis) outbreaks are common among school children, and even the cleanest child can become infected. This condition is easily cured, but it is highly contagious. Kankakee School District 111 follows the policy of the Kankakee County Health Department in regard to the treatment and control of head lice.

When a student is found to have head lice, all students in that child's class may be checked by school personnel. In cases where a student has more than one case of head lice in a relatively short period of time, intervention by the Kankakee County Health Department may become necessary.

Parents who have questions or concerns regarding the treatment and control of head lice can call the District Nurses Office (815-802-7881) or the Kankakee County Health Department (815-937-7888).

Health Centers

School District 111 operates health centers at both Kankakee Junior High, 2250 E. Crestwood, and Kankakee High School, 1200 W. Jeffery. Services, which include physical exams, immunizations, and diabetes screening are free to those students whose parents have completed the necessary permission forms. Center hours are from 8:00 a.m. to 4:00 p.m. on weekdays throughout the entire year. To make an appointment or inquire about clinic services, call KJHS at 815-802-5730 or KHS at 815-802-5530.

Health Examinations and Immunizations

The School Code of the State of Illinois requires that all students entering kindergarten, or first grade, sixth and ninth grade and all students new to the school district have complete physical and up-to-date immunizations. The physical examination must be completed within one year prior to entering. Local physicians have the necessary forms. In addition, students in kindergarten, second and sixth grades must have a dental exam and kindergarten students must have a complete eye examination. **Students without physicals and proper immunizations will be excluded from school after October 15th. Students new to the district have 30 days to comply with this requirement.**

Illinois Abused and Neglected Child Act

The Illinois Abused and Neglected Child Act designates that all school personnel are responsible for reporting any suspected incidence of child abuse or neglect to the State Department of Children and Family Services (DCFS). Kankakee School District 111 has a policy to notify DCFS immediately.

Illness and Emergencies

Sometimes emergencies occur at school, and the school will need to get in touch with parents/ guardians immediately. All students should have an emergency contact card filled out by a parent/guardian during the registration process.

If during the school day a child shows signs of being overly tired, having a fever, having symptoms of a cold or other contagious disease, the school will isolate him/her from other children and call the parent to take him/her home. **Please remember students are not allowed to return to school until they are fever free for 24 hours.**

While every effort is made by the schools to prevent accidents, they do happen occasionally. The school cannot do more than render first aid and notify the parents. "First aid" is defined as "the immediate temporary treatment given in case of accident or sudden illness before the services of a physician can be secured."

When parents are notified of an accident or illness, they are, of course expected to respond immediately and see that proper medical attention is given as soon as possible. If no one is usually home during the day, it is a good idea for parents to arrange in advance for a neighbor or relative to take care of the child in case of an emergency. Be sure your child and the school know about these arrangements as well as the name of your family physician.

Please report any changes in your telephone number, emergency number, or address to the school office immediately.

Orders of Protection

Upon receipt of a court order of protection, the Building Principal shall file it in the records of a child who is the "protected person" under the order of protection. No information on records shall be released to the Respondent named in the order of protection. When a child who is a "protected person" under an order of protection transfers to public or private school, or as soon as possible, the Building Principal shall, at the request of the Petitioner, provide within 24 hours of the transfer or as soon as possible, written notice of the order of protection, along with a certified copy of the order, to the school to which the child is transferring.

Parent-Teacher Organization (PTO)

Parents and other interested people are encouraged to join the PTA/PTO and attend the meetings. This is a great way to get acquainted with other parents and teachers and to learn more about the activities in the school. Meeting dates and times appear on the Kankakee School District #111 calendar.

Parent Volunteers/Background Check

Elementary schools love volunteers! For the safety of our students, it is policy that each volunteer comply with District policy and procedures for background checks for approval prior to helping in the classroom or chaperoning on a field trip. This form is available in the school office.

Positive Behavior Interventions and Supports (PBIS)

It is the goal of Kankakee School District 111 to implement Positive Behavior Interventions and Supports (MTSS) Model in every school in grades K-12 to help promote a positive, nurturing and safe school environment and school appropriate behavior during the school year. PBIS is a proactive system for creating and maintaining safe and effective learning environments in schools. PBIS in Illinois focuses on data based decision-making around discipline and academics at school, district, regional and state levels, and integrating related school improvement initiatives. The primary goal of PBIS is to reduce the use of reactive discipline measures in school by implementing consistent use of positive teaching and reinforcement strategies among all school staff, school-wide, classroom and individual

student levels. Additionally, emphasis is placed on increasing the use of data to make decisions regarding how to manage referral behaviors, academic instruction and reinforcement of appropriate behavior across all school settings.

The Kankakee School District 111 behavior expectations for students are:

- Respect Self
- Respect Others
- Respect the Environment

Promotion and Retention

It is the goal of school staff to assist all students to achieve their academic potential. Every effort will be made to provide students with extra help and support when needed. However, if a student's academic progress is less than satisfactory, he/she may be retained at the current grade level for the next school year.

In all cases where retention is considered, decisions are made on an individual basis by a team of professionals. All relevant information is considered, including achievement scores, past school history, teacher recommendations, attendance, and social/emotional considerations. In all cases of retention, an administrative review is conducted at the school and district level to ensure that the proposed retention is in the children's best interest.

Report Cards

Kankakee School District 111 uses Parent-Teacher Conferences (in October and March) and report cards (issued each nine weeks, or four times a year) to report academic achievement to parents.

Whenever parents have a question, concern, or information about their child, please do not hesitate to call the school to request a conference with the teacher.

School Insurance

Student insurance is available during registration in August. It covers accidents to and from school as well as accidents which occur at school. Please keep and read the insurance brochure which lists types of injuries covered and the extent of the coverage.

School Pictures

Each elementary school establishes its own dates for pictures and retakes. All funds are handled through the contracted photographer.

State School Report Card on Website

In accordance with Public Act 92-0604, Kankakee School District #111 posts its district and school report cards on the district website: <http://www.k111.k12.il.us>.

A printed copy of the School Report Card will be sent to parents upon request. Please call the Human Resource Office at 815-933-0779 to request a copy.

Students Leaving Early

Students will remain in the classroom until parents arrive in the office to pick them up. Our procedure is to call the student down once the parent has arrived at the school. This procedure ensures the student misses the least amount of instructional time. We encourage parents to make appointments after school hours so no educational time will be lost.

Instructional Leadership Teams

If a student is experiencing academic or behavioral difficulties which impede his/her academic progress, school personnel may utilize a Multi-Tiered Systems of Support (MTSS) approach to intervention which utilizes a Problem-Solving Team. The function of this group is to provide academic or behavioral strategies/interventions to assist the student. The group will discuss the students' strengths and weaknesses to develop and implement an intervention plan. If a case study evaluation for special education services is warranted based on data and factors brought forward by the Instructional Leadership Team, the Student Support Services Team (SSS) Team will facilitate the evaluation.

Treats & Invitations

Parents are welcome to bring store-bought treats for the class. **Homemade products are prohibited. Food must be prepared and packaged from a licensed commercial kitchen or grocery store.** Treats should be of a healthy nature such as fruits, vegetables with dip, crackers and cheese, popcorn, etc. Treats may be delivered to the office during the school day. If parents would like to deliver the treats to the class, they must make prior arrangements with the teacher. If students are bringing invitations to school – it is mandatory they bring one for each student in the class. If they choose not to invite all their classmates, then the invitations should not be handed out at school.

Vacations

Parents must contact the school in advance and complete a pre-arranged absence form in order for absences to be considered explained instead of unexcused.

Visiting the School

Visits to the classroom are welcome, but we ask that parents and other approved family members schedule visits through the building principal/teacher 24 hours in advance. Parents or other approved family members interested in visiting the school should report to the principal's office immediately to obtain a visitor's pass.

<p style="text-align: center;">SECTION 6 MULTI-TIERED SYSTEMS OF SUPPORT (PBIS/RtI)</p>
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Multi-tiered support services are provided to students based on academic and behavioral needs in order to help them succeed in the classroom. Your child may be eligible for additional supports, as identified by school building policies and teams, throughout the school year. If your child has been identified, you will be informed by school personnel. These academic and behavioral interventions are designed to strengthen and enhance the school day, and not detract from your child's core education. The outline of services and additional information about the interventions at your school can be obtained from the school principals.

Definitions of some of the services available:

Check-in/Check-out: A system that allows children to receive regular feedback from teachers about behavior or academic supports while building relationships with other adults in the building in order to improve academic, organizational and/or social skills

Mentoring: Individual or group mentoring (2-3 students) will take place during the school day, within the school for 30 minutes once a week. Mentors are trained by the district and have passed a background check. This intervention is student centered, connecting an adult or youth to the student for at least a one year commitment. The mentor provides support to the student providing positive messages and consistency.

Social Academic Instructional Groups: Small, weekly groups that work to build behavior and academic skills. These groups target specific skills and last four to six weeks.

Behavior Intervention Plans: Plans based off teacher feedback and observation that outline alternative behaviors for students in order to promote more appropriate behaviors

Wraparound services- Complex plans developed by the MTSS team to support a student in all aspects of his/her life, including family connections outside of the school.

SECTION 7
COVID-19 PROTOCOLS
[Board Policy Section 9](#)

To prevent the spread of COVID-19 and protect our staff and students, the Kankakee School District Board of Education has adopted the following protocols:

Face Coverings*

* On February 25, 2022, the Illinois State Board of Education issued a letter to all school districts in Illinois advising us that the State Supreme Court vacated the lower court's restraining order, meaning that if a school mask mandate needs to go into effect in the future, the Governor's office continues to have the authority to issue the mandate.

Based on this decision and the CDC's recommendations, that masks are only needed in high areas of transition, the State of Illinois moved forward to remove the school mask mandate effective Monday, February 28, 2022.

Dr. Walters updated the Board of Education and the community in a special board meeting announcing that we would follow the state's directive and make masks optional on February 28, 2022. She further stressed, that should data in our area support reinstating the mask mandate that Kankakee School District would do so, making every effort to keep our children safe.

Board Policy 9:10 will be revised later to reflect the changes based on information from Governor Pritzker and the CDC.

To prevent the spread of COVID-19, face coverings will be required for all District staff members, students, and visitors who are present in school district buildings. Face coverings will also be required on school grounds in circumstances where social distancing (six feet of distance between individuals) cannot be maintained. Face coverings are masks or other cloth face coverings which cover an individual's nose and mouth. They should be fitted to the face, but permit breathing without restriction. Face shields may not be used in place of face coverings.

All students will be provided with a cloth face covering for use during school hours. Students must wear the District-provided face covering, or, if preferred, a face covering of their choice that adheres to the guidance published by the Illinois Department of Public Health (IDPH), available at <https://www.dph.illinois.gov/covid19/community-guidance/mask-use>.

Face coverings must be worn by students at all times in school buildings, on school busses and any other District vehicles providing transportation to and from school, on school grounds when social distancing cannot be maintained, and at all school activities.

The District will provide designated indoor space, marked for social distancing and/or otherwise fitted with shields or other materials, for student use during lunch periods. The District will also provide designated outdoor space which allows for social distancing, to permit recess and other break periods for students where face coverings are not required. All lunch/recess/break periods will be supervised by District staff.

Students who are not wearing a face covering upon entry to school or a school bus or vehicle, or at any other school event where face coverings are required will be provided a disposable or clean cloth face covering for immediate use. Students who have not been provided an accommodation to the face covering requirement and who refuse to wear a face covering in the school building, on the school bus or other school activity where face coverings are required may be sent home and excluded from instruction, transportation, and other school activities.

The District's early childhood programs will develop modified face covering protocols based on the needs of each classroom. Parents/guardians of students enrolled in the District's pre-kindergarten and kindergarten programs should consult with their child's teacher for the face covering protocol that applies to their student's classroom

Students who cannot independently remove a face covering due to their age or a physical or intellectual disability may be exempt from the District's requirements to wear face coverings or may be entitled to accommodations to the requirement. In rare cases, students with a medical condition that impacts their ability to breath may also be entitled to accommodation in regard to this requirement.

Parents/guardians of students who have a medical condition or other disability which may prevent the safe wearing of face coverings and who are currently receiving accommodations under Section 504 of the Rehabilitation Act of 1973 or services under the Individuals with Disabilities Education Act (IDEA) should confer with [their student's case manager/administrator/special education director]. Parents/guardians will be required to complete the District's "Face Covering Accommodation Form" which must be verified by the student's physician. Upon review of the completed and verified form, the District will schedule a meeting with parents/guardians and the student's Section 504/IEP team to review the form and consider accommodations for the student.

Parents/guardians of students who are not currently served under Section 504 or IDEA who believe their student requires reasonable accommodation to the District's face covering requirement must complete the District's "Face Covering Accommodation Form" which must be verified by the Student's physician. The completed form should be provided to the [insert administrator title], who will contact parents to set a meeting to consider the accommodation request.

The District may verify all information provided by the student's parent/guardian and/or the student's physician through an independent review by a licensed medical provider of the District's choice.

Visitors to school are limited in order to prevent the spread of the COVID-19 virus as part of the District's reopening plan. Visitors who are permitted must adhere to the face covering requirements.

Social Distancing

In all school buildings, social distancing must be observed whenever possible. Social distancing means maintaining the recommended three (3) feet of space between students, and the recommended six (6) feet of space between students and teachers/staff, and among teachers/staff who are unvaccinated/not fully vaccinated. Classrooms and other common spaces will be arranged to accommodate social distancing throughout the school building. Student seating should be arranged so that students face in the same direction. **Floor markings will be utilized to maintain appropriate distance when students line up and travel through the halls.**

In instances where there is an uptick in, or heightened, transmission/infection levels in a school community, schools may consider increasing physical distancing protocols.

Restrooms and Locker Rooms Social distancing will be maintained in restrooms and locker rooms. Stalls, lockers and other private spaces will be marked to maintain distance between individuals with the space. In addition, capacity and access may be limited in order to maintain social distance.

Lunch Students will be seated in adherence with social distancing during lunch periods and will be expected to maintain a recommended 3 feet social distance while eating and drinking. Students who do not observe social distancing protocols will be redirected by a staff member; students who do not comply with this redirection will be escorted to a separate area, where they will be supervised but away from other students for the duration of the lunch period.

Recess Students will have outdoor recess, weather permitting. When at least 3 feet of distance between students can be maintained outdoors, students will be permitted to remove their face coverings. Indoor recess, when required, will be held in spaces where social distancing can be maintained.

Physical Education lessons and activities will be structured to facilitate social distancing. Contact sports and other activities that require students to be in close proximity to one another may not be included in the physical education program. Floor markings will be utilized to help structure activities, and class sizes will be monitored to provide adequate space for students to participate.

Office Spaces may be reassigned in order to facilitate social distancing. Capacity and access may be limited to maintain social distancing. Students, staff members, and visitors may be redirected from office spaces temporarily in order to maintain social distancing.

Early Childhood Classrooms Social distancing will be observed in the District's early childhood classrooms to the greatest extent possible while permitting the necessary supervision required for young children. Student nap areas and play areas will be arranged to promote social distancing. During lessons in which it is educationally important for a teacher to be able to show facial expressions to model how to pronounce words, a teacher may utilize a clear face shield in lieu of a mask only for the limited time necessary, and only while strictly adhering to physical distancing recommendations.

Self-Certification Symptom Screening

To prevent the spread of COVID-19, all District staff members, parents/guardians of students, under the age of 18 (on behalf of those students), and students over the age of 18 must certify on a daily basis prior to arriving at a District property, that they/their student do not have any of the symptoms of COVID-19 listed below: Symptom Checklist Please identify whether you have any of the following symptoms.

Please focus on new or unexpected symptoms (e.g., a chronic cough would not be a positive screen).

- Fever of at least 100.4 degrees
- New cough
- Shortness of breath or difficulty breathing
- Fatigue from unknown cause
- Muscle aches or body aches
- New onset of moderate to severe headache
- Sore throat
- New loss of taste or smell
- Vomiting or diarrhea

Students Arrival: Prior to a student's arrival at a District property, parents/guardians of students under the age of 18 and students over the age of 18 shall provide a daily certification/self-certification as follows:

- Using the Crisis Go App, all parents/guardians of students under the age of 18 will certify, on behalf of their student(s), that such student(s) is not experiencing/exhibiting any of the symptoms listed in the above symptom checklist.
- Using the Crisis Go App, all students over the age of 18 will self-certify that they are not experiencing any of the symptoms listed in the above symptom checklist.

If a parent/guardian has not completed the daily certification prior to the student's arrival at a District property, the student must undergo a symptom screening pursuant to the District's symptom screening protocol.

If a student over the age of 18 has not completed the daily self-certification prior to arrival at a District property, the student must undergo a symptom screening pursuant to the District's symptom screening protocol.

Students on Buses For students traveling to school on the bus, parents/guardians on behalf of their students under the age of 18 and students over the age of 18 shall provide a daily certification/self-certification prior to the student's arrival at a District property, as follows:

- Using the Crisis Go App, all parents/guardians of students under the age of 18 will certify, on behalf of their student(s), that such student(s) is not experiencing/exhibiting any of the symptoms listed in the above symptom checklist.
- Using the Crisis Go App, all students over the age of 18 will self-certify that they are not experiencing any of the symptoms listed in the above symptom checklist.

Visitors will be screened upon arrival at the District pursuant to the District's symptom screening protocol, as follows:

- Visitors will be asked to confirm that he/she/they do not have any of the symptoms listed on the symptoms checklist.
- Visitors will be asked to confirm that he/she/they have not had close contact (within 6 feet for at least 15 minutes over a 24-hour period) with a person known to be infected with COVID-19 within the last 14 days.

Isolation, Exclusion and Return to School

The phrase "COVID-19 symptoms" in this protocol refers to the new onset of one or more of the following symptoms that is not attributed to allergies or a pre-existing condition: fever of at least 100.4 degrees, new cough, shortness of breath or difficulty breathing, fatigue from unknown cause, muscle or body aches, new onset of moderate to severe headache, sore throat, new loss of taste or smell, vomiting, diarrhea. Because these are symptoms of many other conditions, it should be considered whether a symptom is new or if it is part of an existing condition.

According to the IDPH, a "close contact" is an individual not fully vaccinated against COVID-19 who was within six feet of an infected person for a cumulative total of fifteen minutes or more over a 24-hour period (regardless of whether the individuals were wearing masks) starting from 2 days before symptom onset or a positive test if asymptomatic. For students in the classroom setting, contacts who were within 3 to 6 feet of an infected student do not require quarantine as long as both the case and contact were consistently masked. If they were not consistently masked, then close contacts are classroom students who were within 6 feet of the infected student for a cumulative total of 15 minutes or more over a 24-hour period. In general, individuals who are solely exposed to a confirmed case while outdoors will not be considered close contacts. Fully vaccinated individuals who remain asymptomatic and those with documented COVID-19 infection within the past 90 days are excluded from quarantine.

Report of COVID-19 Symptoms Before or After School Exclusion If a parent/guardian (on behalf of a student) or staff member reports experiencing symptoms of COVID-19 before or after school or during the screening process, they should not be permitted to enter or remain in the school building and should be directed to contact a healthcare provider. Household members of the symptomatic student or staff member should also not be permitted to enter or remain in the school building and should remain out of the school building until an alternative diagnosis is made or negative test result received for the symptomatic student or staff member as set forth below.

Return to School A symptomatic student or staff member cannot return to school until:

If NOT tested for COVID-19:

- At least 10 days have passed since the onset of symptoms AND they have been fever-free (without medication) for 24 hours AND the symptoms have improved (AND, if for a student, they submit a note from a parent/guardian documenting that the ill student and/or household contacts are fever-free (without medication), and symptoms have improved).

OR

- If testing is not performed due to the clinical judgment of a healthcare provider, a medical note is needed to return to school, documenting that there is no clinical suspicion for COVID-19 infection and indicating an alternative diagnosis, with exclusion consistent with this diagnosis (e.g. 24 hours fever-free).

If tested for COVID-19:

- They have a negative COVID-19 test (result valid only for the date on which individual submitted to testing, when testing performed 48 hours before or after symptom onset) result AND they are fever-free (without medication) AND the symptoms have improved, AND they submit documentation of a negative COVID-19 test result or a health care provider's note indicating the negative test result.
- Students and staff who test positive for COVID-19 should refer to the return to school procedures under the Diagnosis of COVID-19 Section in this document.
-

Report of COVID-19 Symptoms During the School Day Isolation/Exclusion

If a student or staff member develops COVID-19 symptoms during the school day, the student or staff member must be immediately separated from the rest of the school population. Schools must designate areas of the building for use as quarantine areas for this purpose. Students who report or are observed experiencing COVID-19 symptoms should be sent to one of the isolation areas. A staff member must be assigned to supervise the student while in the isolation area and must not leave the student alone. The staff member should, to the extent possible, maintain at least 6 feet of distance from the student at all times. The student's parent/guardian should be contacted to arrange to pick up the student from school and directed to contact a health care provider. The student should remain in the isolation area until he or she can be sent home safely. The student will not be permitted on a school bus or on public transportation when exhibiting COVID-19-like symptoms at school. A symptomatic students' siblings or other household members attending the school will also be sent home.

If a staff member develops COVID-19 symptoms during the school day and is well enough to drive home, the staff member should be sent home immediately and directed to contact a health care provider. If the staff member is not well enough to drive or cannot otherwise get home safely, the staff member must isolate in one of the designated areas until arrangements can be made for the staff member to leave school. Supervision of an isolated staff member is not required.

The Principal will identify, for the staff, the isolation space(s) in the school building. The school nurse, or administrator or designee in the absence of nursing professionals, will have the discretion to determine who is placed in such isolation spaces and the level of supervision required. Teachers should report any observation of symptomatic students to the school nurse, administrator or designee. The school nurse will document any student or staff member placed in the isolation space.

The isolation spaces have been set up to reduce the risk of transmission:

- Plastic barriers or curtains have been placed in designated health office spaces to separate individuals with illness symptoms from those without illness symptoms.
- Isolation spaces have been designed to allow for 6 feet of social distancing between individuals and to provide restroom access and access to an exterior door, where possible, to avoid the need for a sick individual to move through the building to exit.
- When interacting with individuals in isolation spaces, school nurses and/or the administrator or designee will wear appropriate PPE including eye protection with face shield or goggles, gown and gloves. Those directly assessing or treating the individual should also wear a fit-tested N95 mask.
- Additionally, treating staff will utilize appropriate hand hygiene and will follow standard precautions for patient care, as outlined by the CDC.

Any areas used by the sick individual will be closed for as long as possible (24 hours where feasible) before cleaning and disinfection and will not be reopened for use before appropriate cleaning and disinfection has occurred. Windows will be opened, when possible, to increase air circulation in the area.

Return to School A symptomatic student or staff member (or household member) cannot return to school until:

If NOT tested for COVID-19:

- At least 10 days have passed since the onset of symptoms AND they have been fever-free (without medication) for 24 hours AND the symptoms have improved (AND, if for a student, they submit a note from a parent/guardian documenting that the ill student and/or household contacts are fever free (without medication), and symptoms have improved). OR
- If testing is not performed due to the clinical judgment of a healthcare provider, a medical note is needed to return to school documenting that there is no clinical suspicion for COVID-19 infection and indicating an alternative diagnosis with exclusion consistent with this diagnosis (e.g. 24 hours fever-free).

If tested for COVID-19:

- They have a negative COVID-19 test (result valid only for the date on which individual submitted to testing, when testing performed 48 hours before or after symptom onset) result AND they are fever free (without medication) AND the symptoms have improved, AND they submit documentation of a negative COVID-19 test result or a health care provider's note indicating the negative test result.
- Students and staff who test positive for COVID-19 should refer to the return to school procedures under the Diagnosis of COVID-19 Section in this document

Symptom Screening at School

To prevent the spread of COVID-19, the District will be conducting symptom screening for all District staff members, students, and visitors who are present in school buildings.

Upon arrival at the school building, designated staff members shall facilitate the taking of an individual's temperature using a no-contact, infrared thermometer. To avoid individuals who are symptomatic a screening will be conducted upon arrival to the buildings. The principal of each school building will designate a building entry for employees and for students. Staggered entry times may be utilized to avoid congregation of people and to maintain the confidentiality of employees' and students' private medical information. Any individual waiting to be screened shall maintain 6 feet of distance from others entering the building.

Temperature screening To maintain the protection of the individuals undergoing and conducting the screening, temperature checks will be conducted as follows:

By a screener who will be in PPE, including a facemask, eye protection (goggles or a face shield that fully covers the front and sides of the face), and gloves, using a non-contact, infrared thermometer. The screener shall wash or sanitize hands and then put on the PPE prior to beginning screenings. The screener shall clean the thermometer with an alcohol wipe between uses. If the screener unintentionally touches the individual being screened, the screener will wash their hands and put on clean gloves before screening the next individual.

Symptom screening: The following steps will be taken by the symptom screener, for every staff member, student, and visitor entering a District school building:

1. Take the individual's temperature with infrared thermometer.
2. Make a visual inspection of the individual for signs of illness, which could include flushed cheeks, rapid breathing, difficulty breathing, or fatigue.
3. Ask the individual if they have experienced new onset of any symptoms on the symptom checklist (below) in the last 24 hours.
4. Ask the individual if, in the last 14 days, they have had close contact (within 6 feet for at least 15 minutes over a 24-hour period) with a person known to be infected with COVID-19.
5. Document the screening results electronically or on a paper form.

If an individual (i) has a temperature less than 100.4 degrees, (ii) has not experienced nor exhibited/is exhibiting any symptoms on the symptom checklist, and (iii) has not had close contact with an infected individual, the individual will be admitted to the school building.

If an individual (i) has a temperature at or higher than 100.4 degrees, (ii) has experienced or exhibited/is exhibiting symptoms on the symptom checklist, or (iii) has had close contact with an infected individual, then:

1. if an employee or visitor, they will be sent home and advised to contact their doctor.
2. if a student, they will be sent home with a parent/guardian if present or remain in the quarantine room while the student's parent/guardian is contacted to pick up the student. The parent/guardian will be advised to contact their doctor.

To facilitate this screening, parents/guardians who are present at school for drop-off will be asked to remain on school grounds until the student completes the symptom screen and is admitted into the building. If the parent/guardian is unable to remain at the school or is not present at the school and the student is exhibiting symptoms, the student shall be placed in the quarantine room until the parent/guardian can pick up the student.

Students on Buses: Parents must conduct temperature checks and confirm their student is asymptomatic, on a daily basis before the student goes to the bus stop, using the electronic reporting tool provided by the District (Crisis Go App).

Visitors will be limited. Visitors with essential business in school buildings will be screened for symptoms in the same manner as employees. All visitors must contact the building office upon arrival so that a symptom screener can meet the visitor at the entrance to conduct the screening. Symptom Checklist:

- Fever of at least 100.4 degrees
- New cough
- Shortness of breath or difficulty breathing
- Fatigue from unknown cause
- Muscle aches or body aches
- New onset of moderate to severe headache
- Sore throat
- New loss of taste or smell
- Vomiting or diarrhea

Annual Self-Certification Commitment Form – COVID-19 Mitigation

As District 111 prepares to start the school year, we are asking parents/guardians to provide an annual self-certification commitment, which is part of the District’s overall COVID-19 mitigation strategy.

Acknowledgement

By my acknowledgment below, I agree to the following:

I will assess my student(s) for the following COVID-19 symptoms prior to each school day:

- Fever of at least 100.4 degrees
- New cough
- Shortness of breath or difficulty breathing
- Fatigue from unknown cause
- Muscle aches or body aches from unknown causes
- New onset of moderate to severe headache
- Sore throat
- New loss of taste or smell
- Vomiting or diarrhea

If my student (vaccinated or unvaccinated) exhibits any of the abovementioned symptoms (in a manner inconsistent with their experience with season allergies or other chronic condition affecting my student, if applicable), I agree to keep my student home from school or school activities.

I further agree that I will contact the school if my student is exhibiting any of these symptoms and will speak with the school nurse or my building administrator prior to sending my student back to school. If my student has season allergies or another condition that may cause any of the symptoms listed above, I understand that I will need to provide a note from my student’s health-care provider in order to document that condition with the school. Health-care provider notes may be submitted to your child’s school.

I further agree to inform the school if a member of our household has been exposed to COVID-19, diagnosed with COVID-19, or is awaiting a COVID-19 test result, and to consult with the school nurse or my building administrator prior to sending my student to school. I understand that I should not send my student to school if they have been directed to quarantine by my health care provider or local department of health.

I understand that this commitment form is a pledge to abide by the abovementioned health, safety, and precautionary protocols for the entirety of the school year, unless directed as otherwise by future guidance provided by District 111. I further understand that this annual self-certification commitment form may only be a number mitigation strategies employed by District 111.

Students Name(s) & Grades: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date _____

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 _____

(May 2021)

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

Student Signature

Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

Parent/Guardian Signature

Date