



DISTRICT 186

SPRINGFIELD PUBLIC SCHOOLS

Student and Family
HANDBOOK
2024–2025

Administrative Center
1900 W. Monroe
Springfield, IL 62704

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DIRECTORY

Springfield Public Schools
1900 West Monroe Street
Springfield, Illinois 62704
www.sps186.org
(217) 525-3000

- Alternative Education Programs (217) 525-7911
- Communications (217) 525-3024
- District Finances (217) 525-3040
- Early Childhood Education, Pre-Kindergarten (217) 525-3163
- Food Services (217) 525-3046
- Family and Community Engagement (FACE) (217) 525-3047
- Fine Arts (217) 525-3011
- Gifted Education (217) 525-3017
- High School Programs (217) 525-3017
- AVID (217) 525-3011
- Human Resources (217) 525-3006
- Literacy (217) 525-3301
- Math (217) 525-3085
- Operations and Maintenance (217) 525-3051
- Professional Development (217) 525-3011
- Safety & Security (217) 525-7911
- Board of Education (217) 525-4406
- Special Education / Health Services (217) 525-3060
- Student Discipline (217) 525-7911
- Superintendent's Office (217) 525-3002
- Teaching and Learning (217) 525-3011
- Technology (217) 585-5808
- Title I / 21st Century (217) 525-3037
- Transportation (217) 525-3096

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DISTRICT 186
SPRINGFIELD PUBLIC SCHOOLS



PURPOSE OF THIS HANDBOOK

The Student and Family Handbook is a guide for students and families in Springfield Public Schools District 186. The Handbook includes information about student academic and behavior expectations, student and family rights and other various requirements and policies pertaining to enrollment in Springfield Public Schools.

This Handbook contains valuable information pertaining to the Policies, Rules and Regulations of the Board of Education of the Springfield Public Schools. These Policies, Rules and Regulations are reviewed each year and must remain in line with the Illinois School Code. Every effort is made to ensure that all Policies, Rules and Regulations required by law for this handbook are subject to the Policies and Mandates, new, revised or existing, that are contained in the Illinois School Code.

Following the Board of Education Policy for Words Importing Gender, through this Student and Family Handbook, words importing the masculine and/or feminine gender include all gender neutral or gender inclusive pronouns.

The receipt of this handbook within fifteen (15) days of enrollment constitutes official parent/guardian notification with regard to student rights, records, discipline and other important items as may be required by law, rule or regulation.

STUDENT ENROLLMENT, AGE, RESIDENCY AND PLACEMENT

STUDENT AGE

Any individual who has not graduated from high school and is a resident of District 186 is entitled to attend a District 186 school and to receive the instruction necessary to graduate, provided that such individual meets the standard for admission as determined by the Board and/or applicable federal and state statutes, rules and regulations. A student, other than a special education student, who is eighteen (18) years or older and who cannot graduate before such student's twenty-first (21) birthday may only attend an alternative or adult education program.

The State of Illinois requires that a certified copy of a student's birth certificate be included in each student's cumulative folder. A hospital copy is not acceptable. Parents/guardians are given thirty (30) days to provide the school with a certified copy of the child's birth certificate or another reliable proof (as determined by the Illinois State Police) of the student's identity and age and an affidavit explaining the inability to produce a copy of the birth certificate. If this requirement is not satisfied, the Regional Office of Education must notify the Illinois State Police and/or the Department of Children and Family Services (DCFS).

RESIDENCY

Any individual under the age of eighteen (18) years, except as otherwise provided by any law, rule or regulation, is considered a resident of District 186 if such individual meets one (1) or more of the following criteria:

- Resides with one (1) or more natural or adoptive parents or caregivers within the District unless otherwise ordered by court of competent jurisdiction
- Resides with a court appointed guardian within the District
- Resides in a foster home within the District
- Resides in the District with a resident who has assumed legal responsibility for the student
- Resides in the District as an emancipated minor
- Resides with a resident adult who exercises legal responsibility for the child
- Is a dependent of United States military personnel housed in temporary housing located outside of a school district, but will be living within the district within 6 months after the time of initial enrollment. Any United States military personnel attempting to enroll a dependent under this rule shall provide proof that the dependent will be living within the district within 6 months after the time of initial enrollment. Proof of residency may include, but is not limited to, postmarked mail addressed

to the military personnel and sent to an address located within the district, a lease agreement for occupancy of a residence located within the district, or proof of ownership of a residence located within the district.

VERIFICATION OF RESIDENCY

It is the responsibility of the building administrator (principal, assistant principal, guidance dean, principal's assistant, or administrative assistant) to verify the residence of a student. Families must provide proof of residency during registration in grades K-5, 6, and 9, or if the family has changed residence. Families will be asked to provide proof of residency in the following manner:

Category I (One item showing current address)

Mortgage Papers, Signed Lease/Rental Agreement or Record of Recent Payment (within 30 days of enrollment), Property Tax Bill, End of the Year Interest Statement from Mortgage Lender/Bank

Category II (Two documents showing current address must be provided within 30 days of enrollment)

Utility Bill (gas, electric, or water), Cable (satellite, internet, or telephone bill (may include cellular bill)), Voter registration card, Auto registration, Public aid card, Payroll documentation, Credit card bill

Post office boxes are not acceptable as proof of residency. In a case where administrators have reason to believe that a student is registered under a false address, the following documents may serve as verification of address:

- Rent or Mortgage Receipt
- Tax Bill
- Utility Bill
- Affidavit of Residency if one of the items listed cannot be provided

Anyone who knowingly enrolls under a false address is subject to prosecution under the law as a Class C Misdemeanor. Any administrator who knowingly enrolls a student under false pretenses is also subject to prosecution under the same Class C Misdemeanor.

STUDENTS WHO LIVE OUTSIDE THE DISTRICT

Students who live with parents, caregivers or legal guardians who reside outside of District 186 may apply for enrollment on a tuition basis. Tuition fees are to be assessed as prescribed by law, rule or regulation. Applications for tuition-based enrollments are accepted at the School Support Office located at 3063 Fiat Avenue. All tuition fees, or a portion thereof, must be paid prior to the student's entrance in the school. Tuition payments are accepted at the Department of Business Services located at 530 West Reynolds Street.

STUDENT PLACEMENT

PLACEMENT OF STUDENTS IN CLASSES AND IN SPECIFIC GRADES

Placement of students in classes and in specific grades shall be the responsibility and at the discretion of the principal, except in the case of special education students.

Placement in special education programs shall be the responsibility of the Director of Special Education.

Springfield Public Schools provides students with accelerated placement opportunities. These opportunities are provided to children who are identified as gifted and talented as well as all children who demonstrate high ability and who may benefit from accelerated placement. A fair and equitable decision making process is implemented, which involves multiple stakeholders. Policies, programming, and procedures are in place to support continued student success and growth.

Upon enrollment in District 186, student grade placement and/or credit acceptance shall be the responsibility and at the sole discretion of the principal. Such placement may or may not be in agreement with prior school recommendations and will be considered only if such transfer is from an accredited school.

Students from foreign, non-accredited or home schools shall be evaluated by the principal using a screening assessment as the principal may deem appropriate. Additional factors such as chronological age, size, language fluency, parental preference, etc., may be used in reaching such determination. The professional decision of the principal shall be binding. High school grade placement shall be determined by the achievement level demonstrated on most of the core and related courses.

Annual placement of students to a specific classroom(s) within a grade is the responsibility of the professional staff with leadership of the principal. Placement of a student is based upon the best interest of the student and the overall effect on the total instructional setting.

Parental requests for student assignment to a specific teacher will not be honored or considered by the administration unless, in the opinion of the principal, there exists rare or unusually mitigating circumstances. Any such circumstances should be brought to the attention of the administration before student placement. The decision of the principal shall be binding.

SPECIAL EDUCATION

Springfield School District 186 is responsible for actively identifying, locating and evaluating all children with disabilities who reside within district boundaries. If it is determined that a child requires an assessment for possible special education

services, a referral for a case study evaluation will be initiated. See complete policies and procedures for Special Education services beginning on page 72.

CAPITAL AREA CAREER CENTER

Application for the Capital Area Career Center programs shall be processed through the Director of Secondary Schools and Programs to the Director of the Capital Area Career Center. Students may apply for Capital Area Career Center programming for their junior or senior years if they are on track to graduate.

HOMELESS STUDENTS

Illinois and federal law define “homeless” as persons lacking a “fixed, regular and adequate nighttime” abode. It includes “the hidden homeless” doubled-up in housing and people living in a shelter, transitional housing, temporary shelters or hotels, or places not ordinarily used by humans for sleeping. The parents, caregivers, or guardians of homeless children may choose which school their child will attend, either the school they attended before becoming homeless (the school of origin), or any school that non homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend.

The school must enroll the child immediately, even without records or proof of residence; assist the family in getting all necessary records, examinations and immunizations; transport the child to school if transportation presents a hardship for the family. The District and individual school will assist staff, students and families to understand and eliminate barriers and solve problems. Parents or caregivers seeking more information may contact the Parent Educator or secretary of their child’s school.

In any event of a dispute resolution, the child or youth shall be immediately enrolled in the school for which enrollment is sought, pending final resolution, including all appeals. The parent caregiver, or guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to the dispute made by the school, local educational agency, or State educational agency involved, including the right to appeal such decisions.

In addition, parents, caregivers, or guardians may contact District 186’s Homeless Liaisons: Elementary Students (217)718-7103 or Middle and High School Students (217) 718-7110.

ATTENDANCE AREAS AND TRANSFERS

The Board of Education directs the assignment of students to the schools, programs, and classes of this district consistent with the best interests of students and the best uses of the resources of this district.

The Board has established attendance areas for all District students. Therefore, students are expected to attend school within their attendance area, with the limited exceptions noted below.

Note: Athletics or school programming shall not be a reason for transfer.

It is the intention of the Board that this policy conforms with all applicable requirements of the state and federal law, including, but not limited to, Section 5/10-21.3a of the Illinois School Code, and the terms of the Federal Court Desegregation Order. Any future conflict between the policy and state or federal law or the Desegregation Order will be interpreted in a manner that assures compliance with existing laws and/or court orders.

HARDSHIP TRANSFERS

A student may apply for an intra-district hardship transfer. Hardship transfer applications will be submitted to the Director of School Support. The Superintendent or Director of School Support may only grant transfers relating to documented hardships such as childcare arrangements (grades K-8), medical conditions, safety concerns or educational continuity in accordance with the Administrative Rules and Regulations. Applications must be accompanied by supporting material/documentation of the hardship.

DISTRICT INITIATED TRANSFERS

The Superintendent or Director of School Support may transfer a student from his or her school of assignment to another school at any time upon the recommendation or order of a court of competent jurisdiction, youth agency, or involved principal, if a transfer appears to be in the best interest of the student and the District. Under those circumstances, the District may provide the student with transportation.

HIGH SCHOOL-MAJORITY TO MINORITY TRANSFER

High school students shall be granted a Majority to Minority transfer upon written application and in accordance with the state and federal law and the federal Court Desegregation Order.

PRIOR SIBLING TRANSFERS

Siblings of students currently on transfer will have the option to transfer as well, in an effort to keep family members together.

MAGNET SCHOOLS

Magnet Schools are exempt from this policy.

EXCEPTIONS

Students who move from one school area to another within District 186 during the school year may remain at their original school until the end of the school year. Students who move out of District 186 may continue to attend school within the District on a tuition-free basis for the remainder of the school year. Enrollment in subsequent years will require tuition to be paid. In the case of the exceptions, transportation is the responsibility of the parents, caregivers, guardians, and students.

ATTENDANCE AND ABSENCES

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, are 16 or older and employed and enrolled in a graduation incentive program or if the child in any of the grades 6 through 12 is absent from school for the purpose of sounding "Taps" at a military honors funeral.

Absences shall be entered upon the student's permanent record. Unless the school has been previously notified, the school will attempt to contact the parent, caregiver, or guardian with regard to an absence of a student enrolled in pre-Kindergarten through grade eight (8) within two (2) hours of the start of school. In certain situations, the principal and/or his/her designee may be consulted to determine whether an absence is considered excused, unexcused or an activity. 300 minutes (**5 hours**) of class time is considered a full day of student attendance while 150-299 minutes (**2.5 - 4.9 hours**) of class time is considered a half day of student attendance.

ATTENDANCE POLICY

Academic progress is improved by regular school attendance. When a student is absent, a parent, caregiver, or guardian should call the school. If no phone call is made, the school will attempt to contact the parent, caregiver, or guardian. (No notes will be accepted at the high school level.) Parents, caregivers, or guardians must contact the school daily if a student will be absent for multiple days. This can be done by phone or email. If no contact is made between the parent, caregiver, or guardian and the school, the absence will be unexcused.

A student will be allowed ten (10) excused absences per school year without a doctor's note, in addition to these 10 days a student may take up to 5 mental health days without a doctor's excuse. The mental health absences will not be included in chronic truancy days for a student but will be included in the chronic absenteeism category for the District. After 2 days the school will ask if the family would like a plan for treatment. After 10 days of excused absence, all absences without a doctor's excuse are considered unexcused even with a parent, caregiver, or guardian call to the school. Doctor's notes must state the student was unable to attend school, provide specific dates for the excused absence and give exact times when the student was seen in the doctor's office. Parents, caregivers, or guardians please note: Nine (9) days of unexcused absence is considered chronic truancy (**105 ILCS 5/26-2a**) and may result in court action (**705 ILCS 405/3-33.5**). Parents, caregivers, and guardians, please also note that 10 days of absence, excused or unexcused, will result in a student being classified as having "chronic absenteeism" on the school report card for the State of Illinois. The above attendance policy applies to In Person instructional days, Remote Learning days, Emergency days as approved by the Board of Education.

EXCUSED ABSENCES

Absences are excused for:

- Illness of a student
- Death in the family or close friend
- Critical illness of a near relative (mother, father, brother, sister, grandparent, child)
- Dental or medical appointment when prior arrangements have been made
- Absence due to a bus problem beyond student's control
- Family trips where parents, caregivers, and guardians accompany students (after 10 days of absence these absences will be unexcused)
- Observance of a religious holiday (*a note will be needed, whether before or after the absence*)
- Out of school suspension. (For specific information on procedures relative to student work during a suspension, refer to the Student and Family Handbook)
- Attending a military honors funeral to sound Taps (grades 6-12 only)
- Up to five days if parent, caregiver, or guardian is active duty military and has been called to duty for, on leave from, or has immediately returned from deployment.
- Up to five mental health days without doctor's excuse
- One excused absence per year for middle and high school students to attend a civic event sponsored by a government entity or nonprofit organization that is open to the public with advance notice and proof of attendance.

Pre-Planned Excused Absences:

District 186 strongly discourages vacations during the course of the school year. If a student is aware that he or she is going to be out of school prior to the day of the absence, the principal or secretary should be notified. The policy for taking work prior to the pre-planned absence or making this work up upon return is up to the discretion of the building principal. Parents, caregivers, or guardians are responsible for making contact with the principal prior to this pre-planned absence to discuss these educational issues.

ACTIVITY ABSENCES

Activity absences are allowed when students are attending a school related field trip, athletic event, or extracurricular activity during a school day. High School students may also have an absence coded as an Activity if they attend an official college visit. A student is allowed 3 college/job shadow visits in each of their junior and senior years of high school. A student must bring signed documentation back from the college/job shadow experience they visit. This documentation needs to be returned to the school guidance office.

UNEXCUSED ABSENCES

Absences are unexcused for:

- Running errands for the family
- Staying home to care for younger children
- Working at or away from home
- Visiting friends or relatives without parents, caregivers, or guardians
- Shopping with parents, caregivers, or guardians
- Minor aches and pains (persistence may indicate a more serious problem)
- Ordinary weather hazards
- Appointments not related to physical or mental health
- Mechanical failure when parents, caregivers, or guardians assume responsibility for transportation or missing the bus (Principal's discretion)

TARDINESS AND LEAVING SCHOOL DURING SCHOOL HOURS

When a student is late for school or class, his/her individual attendance report must document the tardiness and the school will determine whether or not the tardiness is approved. A student shall not be permitted to leave school before the normal hours of dismissal except by permission of the principal. The utmost care must be exercised in releasing a student from the custody of the school to any person or in sending a student home. Students will only be released to the adults listed on the student's cumulative folder marked "can pick up". Parents may add adults to the cumulative folder by visiting the school office.

Daily school attendance is mandatory in the State of Illinois for any child ages 6-16. There are minimum requirements for the number of minutes/hours that students must be in attendance daily.

Minimum time for full day attendance	300 minutes	5 hours
Minimum time for half day attendance	150-299 minutes	2.5 - 4.9 hours

Grade Level	Number of Minutes Late to School	Absent for Portion of Day
Kindergarten and 1st	Late 105 minutes to 118 minutes	½ day absent
Kindergarten and 1st	Late 119 minutes or more	Full day absent
2nd, 3rd, 4th, and 5th	Late 45 minutes to 148 minutes	½ day absent
2nd, 3rd, 4th, and 5th	Late 149 minutes or more	Full day absent
Grades 6th -12th	Attendance is taken hourly and not counted as half or	

	full day.
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The impact of being late to school on instructional time during a school year.

20 minutes late 3 times per week.	1160 minutes of learning loss	19 hours of learning loss	3 full days of learning loss
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MAKE UP WORK

If a student's absence is excused he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are unexcused from school will be given missed work but it will be up to each teacher to determine if the work will be entered into the gradebook. The timeframe for the completion of make up work shall be one day absent = one day to complete makeup work. It is the responsibility of the absent student to not only complete the makeup work but to ask the teacher for notes or other material that are important to the learn the material.

EMERGENCY SCHOOL CLOSINGS

When weather conditions or emergency situations make it necessary to close Springfield Public Schools, the closing will be announced on District 186's website www.sps186.org, as well as the Facebook, Instagram, and Twitter pages. Additionally, families will receive a phone call via District 186's automated calling system ThrillshareParentLink, as well as a text alert if they have opted to receive text alerts.

District #186 will designate the type of emergency closure when school is canceled.

Severe Weather Day Level 1 - **Level 1 will be a traditional "snow day"** and it will be called if the weather system comes in too late or early in the morning to call for an E-Learning Day or if it is so severe that it is not feasible to run an E-Learning Day. An example would be a storm that causes severe loss of power that is widespread (major tornado or storm) and lengthy or snow so deep that people need to focus on their homes. These days will be made up at the end of the year using Emergency Days.

Information for a Severe Weather Day Level 1 will be made available no later than 7 a.m., barring unusual circumstances.

Severe Weather Day Level 2 - **Level 2 will be an E-Learning Day.** If the weather is predictable and we can notify staff and families in a timely manner, an E-Learning Day will be called. An example is a weather system that is inevitable and known ahead of time. Another might be extended days of sub-zero weather where people can move about, but standing at the bus stop or walking to school would be dangerous. These days are attendance days and do not need to be made up at the end of the year.

Information for a Severe Weather Day Level 2, E-Learning Day will be made available for teaching staff at least one hour prior to dismissal the day before a possible E-Learning Day so that the proper materials can be sent home. Families will receive a communication as outlined above after the school day. If it falls on a Monday, and students have the materials they need, an email and robo-call will be sent the night before to staff and families prior to 6:00 p.m.

ACADEMIC REQUIREMENTS

HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate from high school, unless otherwise exempted, each student is responsible for:

- Completing all State mandated graduation requirements
- Completing all District graduation requirements that are in addition to State graduation requirements
- Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting and the Pledge of Allegiance
- Participating in any State assessment required for graduation
- A senior must be a full-time student and attend at least one full semester in order to receive a high school diploma from Springfield Public Schools

STATE MANDATED GRADUATION REQUIREMENTS

- Four years of language arts
- Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
- Three years of mathematics, one of which must be Algebra I and one of which must include geometry content and one of which may be an Advanced Placement computer science course if the pupil successfully completes Algebra II or an integrated mathematics course with Algebra II content
- Two years of science
- Two years of social studies, of which at least one year must be history of the United States or combination of history of the United states and American government. Within the two years of social studies requirement, one semester of civics is required for graduation beginning with the freshman class of 2016-17

- One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education
- One semester of health education
- A course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois and the proper use and display of the American flag
- Nine weeks of consumer education. The Consumer Education graduation requirement is fulfilled by successfully completing Consumer Ed 194 or it may be fulfilled through ICE, SWT or Business Tech 134, depending on scheduling and administrative approval

The above requirements do not apply to students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempted from participation in certain courses in accordance with State law.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent, caregiver, or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

1. File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
2. File a waiver indicating that the parent, caregiver, or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application. Waiver forms are available in the Guidance Office at each secondary school.

Upon request, the school will provide a student and his or her parent, caregiver, or guardian any support or assistance necessary to comply with this requirement

A school district may award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent, caregiver, or guardian in filing an application or a waiver.

Required High School Credits

**Graduating Classes of 2024 and beyond
Students must earn 24 credits to graduate:**

Subject	Required credits
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English	4
Mathematics	3
Science (Biology, Physical, Elective)	3
U.S History	1
American Government/Civics	.5
Social Studies	1
Consumer Education	.25
Health	.5
Drivers Education	.25
Physical Education	2
FineArts/CTE/Foreign Language/Speech	1
Digital Literacy**	1
Electives	6.5
Total	24

****Digital literacy is ONLY required for graduation for students entering the 9th grade in 2022-23 and beyond**

CLASSIFICATION OF STUDENTS

A student needs:

- **6 credits to become a sophomore**
- **12 credits to become a junior**
- **18 credits to become a senior**

** The consumer education requirement may be fulfilled in the Consumer Education course by successful completion of a full year of any cooperative work study course (only for students with an IEP) or by completion of a full year of Introduction to Business and Technology Concepts 134/135.*

Graduation Participation

High School students who complete the requirements for graduation listed above and who have an unpaid balance for student service fees, textbooks or library books, technology repair, athletic fees or any other unpaid balance will be reported to a collections service upon graduation. The high school will not hold a student's grades, diploma, or transcript due to unpaid fees. The collection service will work on behalf of the District #186 to receive payment for the balance of outstanding fees.

SEX EDUCATION INSTRUCTION

State law requires that all sex education instruction must be age appropriate, evidence-based and medically accurate. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception of the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective method in the prevention of pregnancy and sexually transmitted diseases, including

HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life and for grades 6 through 12, the prevention of AIDS.

A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for review. 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.

CONTROVERSIAL ISSUES/ OBJECTIONABLE CONTENT

CONTROVERSIAL ISSUES

The presentation or discussion of controversial issues in the classroom shall be appropriate only if the topic is an integral part of the curriculum or subject area being taught and shall be on an informational basis. The issue must be appropriate for the social maturity and age of the students. (Board Policy 625.04)

OBJECTIONABLE MEDIA CENTER MATERIALS

A procedure exists for challenging the appropriateness of media center materials used in schools. A Request for Reconsideration of Instructional Materials may be obtained from the building administrator and/or the building media specialist. Steps will be taken to review the objection and respond to the complainant. (Board Policy 645.073).

PHYSICAL EDUCATION EXEMPTION POLICY

A student in grades 9-12 may submit a written request to the building principal or their academic administrator requesting to be excused from physical education courses for the reasons stated below:

- Enrollment in a marching band program for credit
- Enrollment in Reserve Officers Training Corps (ROTC) program sponsored by the District
- Ongoing participation in interscholastic athletic program (student must be in 11th or 12th grade)
- Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade)
- Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade)
- If an exemption is granted the guidance office will complete a Physical Education Exemption Form for each quarter/semester of the exemption. The

student, parent, caregiver, or guardian and academic administrator will sign the form and the form will be added to the student's cumulative folder.

A K-12 student may also be excused from physical education courses based on medical or religious prohibitions. Excusal requests based on medical prohibitions must be in writing and must include a signed statement from a person licensed under the Medical Practices Act corroborating the medical basis for the request. Excusal requests based on religious prohibitions must be in writing and must include a signed statement from a member of the clergy corroborating the religious basis for the request. Excusal requests based on medical or religious prohibitions will be reviewed on an individual basis in accordance with State and Federal law.

A K-12 student may be excused from physical education classes during a period of religious fasting. *(the principal must be notified in writing by the parent, caregiver, or guardian that the student is participating in religious fasting)*

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

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

A student requiring adapted physical education will receive that service in accordance with the student's IEP.

SCHOOL CULTURE

Creating a positive school culture requires that students, families, teachers and administrators work together to uphold and respect each other's rights as outlined in this handbook.

District #186 Equity Statement

Springfield Public Schools has adopted the following definition of "equity."

Equity is the provision of personalized resources needed for all individuals to reach common goals. In other words, the goals and expectations are the same for all students, but the supports needed to achieve those goals depends on the students' needs. (Equity Education, 2019)

Our common goal: College and/or career readiness for all students.

SHARED RESPONSIBILITY

District 186 is dedicated to providing a safe and inclusive learning environment and quality instruction. We expect students to commit to learning and families to support the student's commitment and reinforce the importance of expected behavior.

STUDENT RESPONSIBILITIES AND RIGHTS

Students should:

- Follow school guidelines
- Follow city, state and federal laws
- Be inclusive and respect the rights of fellow students and school personnel
- Avoid abusive language, verbal or written
- Avoid physical confrontations by reporting issues to school personnel
- Dress appropriately and practice habits of personal cleanliness (see dress code below)
- Be punctual and attend school regularly (greater than 91% daily attendance is expected)
- Bring all necessary and required materials to class
- Leave large purses, bags, and book bags (larger than a District 186 chromebook bag) in lockers (middle and high school) or in designated storage areas (elementary school) during the school day
- Respect the educational process
- Attain the best possible level of academic achievement
- Respect authority both in school and at school-sponsored activities
- Respect school and community property
- Be responsible for their own actions
- Be receptive to various methods of conflict resolution through restorative practices.
- Know reasons and methods of discipline, including suspension and expulsion

Students Enrolled in E-Learning (if applicable):

- Will follow all of the guidelines above
- Will attend all video classes in their entirety (unless the teacher states otherwise)
- While in a video class the student will actively participate. This **may include** any of the following examples:
 - have the camera focused on the student
 - answer questions asked by the teacher verbally
 - respond to questions in the chat area when this feature is available
 - participate in other ways in which the teacher asks
- Will be sitting upright, preferably at a desk or table
- Will be dressed appropriately when visible on camera
- Will participate in classroom discussions organized by the teacher

Teachers and families should discuss concerns about student participation in a remote setting to determine the best course of action to meet the needs of the student.

STUDENT DRESS CODE

These general guidelines apply to every school. Each school has a reasonable interpretation of the dress code depending upon the building's culture and climate.

- Dress and grooming shall neither present a risk to the health, safety or general welfare of students or others in the school nor interfere with or disrupt the educational environment or process (during in person and remote learning instruction).
- Dress and grooming shall not be contrary to curriculum goals and/or educational objectives
- Dress and grooming shall not advertise, promote or picture alcoholic beverages, tobacco, illegal drugs or illegal or violent behavior
- School appropriate clothing is to be worn
- Pants, shorts or skirts must be worn at the waist — sagging is prohibited
- Clothing with holes above mid-thigh, or made of transparent or fishnet fabric, or clothing that exposes the chest, abdomen, genital area or buttocks, undergarments or the legs above mid-thigh, shall not be worn in the buildings
- Dress and grooming, including accessories, shall not display lewd, vulgar, obscene or plainly-offensive language or symbols, including gang symbols
- in order to assist with student identification and providing a safe and secure learning environment, hats, caps, bandanas, hoods of any type, coats and jackets shall not be worn in the buildings, without principal permission
- Sweatbands, sunglasses, pajama pants, soft-soled slippers, houseshoes, or shoes with wheels attached to the bottom shall not be worn in the buildings
- Pierced jewelry, other than earrings worn in the ear, shall be limited to jewelry that is not deemed a safety hazard. This includes no spiked apparel, accessories or chains that can be used as weapons
- Tattoos that, by their content, violate any of the provisions of the Student Dress Code must be covered at all times while students are on school property and/or in attendance at school-sponsored activities
- All schools in District 186 will follow the COVID-19 recommendations on mask wearing from the CDC, IDPH, SCDPH, and ISBE as approved by the Board of Education. These masks must be in compliance with the school dress code above and CDC recommendations. Masks that are solid colors, printed with District #186 or school logos are preferred. Bandanas will not be permitted to be worn as a mask. Schools will be supportive of all persons, vaccinated or unvaccinated, who wear masks while in the school building.
- Students enrolled in the Douglas Middle School, Douglas Prep HS, or the NAACP Back to School Stay in School programs will follow a specific uniform dress code established for these alternative programs. Questions about this dress code can be addressed to the administrators of these programs.

All students shall follow the dress code and wear clothing that encourages a positive learning environment. As a means to support this environment, schools encourage students to wear spirit wear that supports the school, teams, clubs and other organizations in the school. Spirit wear will be made available through sales and giveaways at each school throughout the school year. If a family needs assistance with clothing, please contact the Main Office at your child's school.

Students have the right to:

- A meaningful learning experience with equitable opportunities (e.g. course offerings and extra curricular opportunities) across all content areas and in all learning environments and experiences
- An appropriate and challenging curriculum
- Protection from physical or verbal abuse
- Report and inform safety and health concerns regarding themselves, other students, and the building overall
- Privacy regarding their records including but not limited to: discipline, grades, test scores, school security video, etc.
- Assist in making decisions on education goals
- The opportunity to practice decision-making within the democratic process
- Be disciplined in private, if possible
- Be disciplined in a respectful and appropriate manner
- Adult representation when in conflict with school authority
- A school climate free of violence, disruption, sexual harassment and bullying
- A clear and concise written code of conduct
- Knowledge of the reasons for any discipline which may be administered
- Due process in matters of disciplinary action (see page 45)
- A reentry plan following an out of school suspension or transitioning to and from alternative programs

TEACHER RESPONSIBILITIES AND RIGHTS

Teachers shall:

- Develop and enforce a Classroom Management Plan (CMP) that is approved by the building administration
- Be guided by professional ethics in relationships with others
- Inform parents, caregivers, or guardians about academic progress and conduct of students
- Show concern and respect for each student through the use of trauma responsive and restorative practices
- Plan and conduct an effective and motivating instructional program
- Manage classroom routines that support instruction, including social-emotional learning, to promote civic responsibility
- Be sensitive to the behavior of students and alert to changes that require additional assistance for the student
- Know and enforce the rules courteously, consistently and fairly — deal with misconduct quickly, firmly and impartially
- Consistently employ de-escalation techniques
- Address behavior problems according to established restorative practices as guided by culturally responsive and developmentally appropriate discipline

- Report school situations of concern to the principal promptly
- Take advantage of opportunities for academic growth at all levels
- Provide and promote an inclusive space for all students

Teachers have the right to:

- Require a reasonable standard of orderly behavior in the learning environment
- Have the respect and support of and for students, their families, fellow staff members and the school administration
- Use reasonable force, if necessary, to protect him/herself, another teacher or student*
- Protection against any loss of, damage to, or destruction of personal property as a result of any assault/battery during school activities
- Protection per the SEA contract to receive regular salary when absent from school as a result of such assault
- Support and assist in the maintenance of control and discipline in the classroom
- Initiate a conference with all parties involved when a student behavioral problem has not been satisfactorily resolved
- Appeal to a higher administrative level if a disciplinary/behavioral problem has not been satisfactorily resolved
- Seek a conference for resolution with any or all parties including higher administration if a student behavioral problem has not been resolved as perceived by the teacher.

**** Teachers have the right to protect themselves, or another teacher or student, from physical assault or injury. Teachers shall have the Board's assistance in any assault case while the teacher is performing his/her assigned duties. Board assistance shall consist of:***

- 1. Notifying the proper authorities (police or sheriff) once the incident has been reported to the building principal and Superintendent and/or designee.***
- 2. Consultation by the Board's attorney with the teacher in outlining the teacher's legal rights and alternative courses of action***
- 3. Any student(s) committing an assault and/or battery on a teacher shall be subject to immediate discipline. The administrator shall then present the facts and his/her recommendations to the Superintendent and/or designee for final action.***

FAMILY AND CAREGIVER RESPONSIBILITIES AND RIGHTS

Family and Caregivers should:

- Assume responsibility for their child's prompt and regular school attendance
- Safeguard the physical and mental health of their child and be responsible for periodic health examinations as required by law

- Recognize that, in matters relating to the discipline and conduct of the schools, the teacher stands in relation to the parent, caregiver, or guardian to the child
- Teach their child respect for the law, for lawful authority, for the rights of others, and for private and public property
- Talk with their child about school activities; share with their child and with teachers an active interest in report cards and in school progress
- Attend individual and group conferences and special school programs
- Plan the time and place for homework assignments; provide necessary supervision
- Partner with the school in fulfilling recommendations made and in carrying out disciplinary actions taken in the best interest of their child
- Be receptive to various methods of conflict resolution through restorative practices
- Include any person who the school can communicate with regarding their child on the student's cumulative folder (**Schools cannot discuss student information with persons not included on the cumulative folder**)

Parents, caregivers, or guardians have the right to:

- Know that disruptive action of a few will not interfere with the opportunity of the majority for academic and social growth
- Share consistent communication between the classroom, school, and home
- Reasonable access to all school records pertaining to their child so long as it does not violate another student's right to privacy
- The opportunity to confer with their child's teacher and/or principal regarding academic placement, progress, social adjustment, and any unresolved educational issues
- Share in the activities of the school parent organization
- Share in their child's right to due process procedures in matters of disciplinary actions
- Be notified of their child's violation of school rules and regulations
- Be free from sexual harassment and discrimination

PARENT AND CAREGIVER RIGHTS REGARDING STUDENT SURVEYS

Any request from a member of the public, another unit of government, a corporate entity and/or institution to conduct a survey among students will be denied except in circumstances where the Superintendent has determined that the results of such survey will advance the District's educational mission. Upon approval of any survey request, the requesting party and the District will comply with the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. Section 1232h. PPRA requires that no student shall be required to submit to a survey that reveals information about private matters without prior written parental consent. Parents, caregivers, or guardians must be given notice of their right to inspect any such approved survey before the survey is administered by or through a District school, and may opt out of participating in the same. Please see PPRA Notice of Rights (please see page 73). Please also note that marketing activities involving the collection, use, or disclosure of students' social

security numbers may not be permitted in District 186.

School Operations During a Pandemic or other Health Emergency

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

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

Additionally, please note the following:

1. It is the intention of Springfield School District No. 186 to follow all directives from CDC, IDPH, SCDPH, and ISBE related to the COVID-19 crisis. Based on the needs of the community and guidance from the aforementioned groups COVID mitigations in District #186 may change based on COVID-19 transmission rates and other factors.
2. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
3. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
4. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents, caregivers, and guardians are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
5. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
6. Students and parents, caregivers, or guardians will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
7. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
8. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
9. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a

- pandemic or other public health emergency should contact school officials.
10. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
 11. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents, caregivers, guardians and students will be notified of the exact assessment procedures if this becomes necessary.
 12. Parents, caregivers, and guardians should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
 13. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

Multi-Tiered System of Support

Multi Tiered Systems of Support (MTSS) provide three tiers of intervention and a data analysis (problem solving) process for students with academic and/or behavioral needs. The tiers provide a layered approach to intervention with additional skill building for students.

Tier 1

Provides core instruction and prevention for all students. Academically, this includes core instruction in reading, math and content areas. Behaviorally, this includes core instruction in social emotional learning and behavioral expectations. In addition, universal social-emotional skills screening is conducted in the Fall and Winter of each academic year.

- SAEBRS/mySAEBRS Universal Screener
- Panorama SEL Survey
- As a part of the balanced student assessment system, all students, Kindergarten through 12th grade, will be screened twice a year using the Social Academic Emotional Behavior Rating Scale (SAEBRS) and mySAEBRS (self-report scale). Elementary aged students are screened by their classroom teachers and middle school/high school students complete a self-screener. The goal of the universal school-wide screening is to identify students who may need social/emotional support early. This screener helps identify areas in a child's social/emotional health, as evidenced during the school day, and where the child might benefit from extra support.
- MTSS System of Support
- [Braided Behavior Systems of Support \(BBSS\)](#)

- [Social Emotional Learning](#) Standards (SEL), Behavior Intervention Support Team (BIST), Positive Behavior Interventions and Supports (PBIS), and Restorative Practices (RP) are Multi Tiered Systems of Support (MTSS).
- District 186 uses a Braided Behavior Support System which includes BIST, PBIS, Restorative Practices and SEL to respond to behavior.
- Social Emotional Learning (SEL) Standards were developed by the Illinois State Board of Education. These standards were derived from the 5 SEL competencies of Self-Awareness, Self-management, Social Awareness, Responsible Decision-Making, and Relationship Skills. The standards describe content and skills that students should know and be able to do at all levels.
- **BBSS Definitions**
 - Positive Behavioral Interventions and Support (PBIS) is a proactive systems approach that helps schools use effective interventions accurately and successfully at all Tiers.
 - Behavior Intervention Support Team (BIST) is a behavior management plan that partners adults with students to help them manage disruptive or harmful behavior over time.
 - Restorative Practices (RP) are based on the philosophy and principles of restorative justice. Restorative Practices recognize that harm has been done to relationships and people, and focuses on repairing and making things right.

Tier 1 Practices

Tier 1	
<p>Tier 1 is heavily invested in prevention, including teaching the Social Emotional Learning Standards: Goal 1 - Develop self-awareness and self-management skills to achieve school and life success. Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships. Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. Tier 1 example: Teaching Social-emotional curriculum and behavioral expectations in the various areas of the school building. Example 2:</p>	Preventative Practices
	<p>Social Skills Lessons Goals for Life School-Wide Behavior Expectations School-wide Acknowledgement System Data-Based Planning Universal Screening Circles/Class Meetings Accommodations and modifications Classroom Behavior Management Strategies Circles/Class Meetings Restorative Language/Chats</p>

Community-building circles focused on building relationships with adults and peers.	
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Tier 2

Interventions are implemented for small groups of students who have had all of the Tier 1 supports and are identified based on data as needing additional intervention. Students with Tier 2 needs require another layer, in addition to core instruction, that provides an increase in skill building, opportunities for practice, and consistent progress monitoring.

Tier 2 Interventions

Intervention is the process of using data to identify missing skills and planning for the re-teaching of those skills as needed. Interventions include teaching skills and progress monitoring to see if the student is responding to the intervention.

Tier 2	
<p>Tier 2 is available to students who need an additional layer of instruction, modeling and practice. Interventions are identified from school wide behavioral reports or through the use of a universal behavior screener.</p> <p>Example: When data suggests a student needs additional instruction, demonstrating low level risk, a student is referred for Tier 2 intervention. The most common lower level Tier 2 intervention includes Skills Based Coaching, which provides additional feedback, modeling and coaching throughout the day.</p>	Interventions
	<ul style="list-style-type: none"> Targeted Social Skill Instruction, SEL Small Groups Brief functional Assessment/Behavioral Intervention Planning/Individual Plan Conflict Resolution Circles/Conferencing Skills Based Coaching (Basic and Targeted) Self Monitoring Mentoring Counseling Restrictions/Protections Intervention Planning Individual Planning Care Team Planning Outlasting the Behavior

Tier 3

For students who have had Tier 1 and Tier 2 intervention and have been identified based on data as needing intensive support, individual Tier 3 planning occurs. These interventions continue to include Tier 1 instruction and Tier 2 interventions, and add additional individual planning for students who need more support at the Tier 3 level.

Tier 3 Interventions

Tier 3	
<p>Tier 3 interventions are intense interventions for individual students or families.</p> <p>Example 1: If a student has been involved in Tier 1 and Tier 2 interventions and is still in need of support. This student may be recommended for Wraparound/RENEW planning. This involves the student, their family and additional support people identified by the family. Wraparound planning is used when the student has needs at school, home, and in the community. Through this process the wrap facilitator will collect data, facilitate team meetings and facilitate action planning based on student and family voice. Wrap plans can touch multiple siblings or the entire family and may last several years.</p>	<p style="text-align: center;">Interventions</p> <p>Wraparound /RENEW Complex Functional Behavioral Assessment/Behavioral Intervention Planning (FBA/BIP) Family Group Conferencing, Community Conferencing</p>

- DATA TEAMS (PROBLEM SOLVING TEAMS))
 - All schools within the District have established Data Teams (Problem Solving Teams). Teams may consist of an administrator, parent or caregiver, regular and special education teachers and other support staff as appropriate. Team members provide academic and/or behavior support to teachers, students, parents, caregivers, or guardians related to concerns indicated through data collection.
 - Assistance is provided through:
 - Development and implementation of specific regular education program interventions and modifications

- Regular progress monitoring to determine if the intervention is meeting the needs of the student
- Case study evaluation, if indicated, of a student suspected of having a disability that adversely affects school performance
- Prior to accessing the Data Team(Problem Solving Team), evidence of implementing educational and/or behavioral strategies and interventions within the classroom must be documented. The teacher should also have had contact with the parent, caregiver, or guardian relative to the specific concerns being experienced in the classroom. Federal and state laws have directed schools to focus on helping all children learn by addressing concerns earlier within the general education setting. These laws emphasize the importance of providing high quality, scientifically-based instruction and interventions.

School Within a School (SWIS)

The School Within a School (SWIS) program has been developed at the middle and high schools in District #186. The SWIS program utilizes many sources of data to place students including but not limited to, Attendance Percentage, In House Days, Grades, Office Discipline Referrals, Out of School Suspension Days, Panorama Results, MYSABERS Results. This program provides students SEL and academic support in a smaller classroom setting. Students in the SWIS program work to reintegrate into classes based on their success in the SWIS classroom.

STUDENT DISCIPLINE

GENERAL GUIDELINES FOR DISCIPLINE

District 186 is responsible for the supervision and discipline of students (and provision for their safety and welfare) wherever District jurisdiction or school sponsorship extends. Rights and responsibilities governing student conduct and behavior are outlined and detailed in this Handbook. This Handbook is incorporated and made a part of Board Policy.

Each teacher is to establish a Classroom Management Plan to be approved by the building principal and to be implemented prior to making an office referral, unless the behavior is of such serious nature that immediate office referral is warranted, including the gross disruption of the learning environment.

Springfield Public School students are prohibited from engaging in behavior that will endanger — or threaten to endanger — the safety of others, that will damage property, that will impede the orderly conduct of the school program, or that will interfere with the

orderly implementation of the desegregation plan. The Code of Conduct and the guidelines of this handbook applies to all students from their departure until their return to their home, while on District 186 property, adjacent property or engaged in school-sponsored activities. District 186 policy allows the use of [physical restraint](#), as defined by the ISBE in the document, “Permanent Regulations for the Use of Time Out, Isolated Time Out, and Physical Restraint: Guidance and Frequently Asked Questions.” where safety is a concern under certain circumstances as allowed by law.

All provisions of the special education laws, including IDEA, and the Illinois State Board of Education’s Special Education rules, are considered to govern the administration of discipline in District 186. Consequently, some provisions of this Handbook may not apply in some cases where a student’s program is determined by an approved Individual Education Plan (IEP). No special education student shall be expelled or suspended if the student’s particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Behavioral interventions shall be accessible to all students, based on data, to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

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

It is expected that teachers follow their approved Classroom Management Plan. It is further expected that teachers will integrate the Social Emotional Learning Standards into their daily practice. Following are the offenses which are prohibited by the Springfield Public School’s Code of Conduct and the disciplinary actions and procedures used in dealing with those offenses:

Isolated Time Out, Time Out and Physical Restraint

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

Classroom Managed Behaviors

Classroom Managed Behaviors are misbehaviors which impede the orderly operation of the classroom, school and/or bus and identified on the school T-Chart. A sample of a T-Chart showing classroom and office managed behaviors can be found below. Such misbehaviors can usually be handled by an individual staff

member but sometimes require the intervention of other school support personnel. Classroom managed behaviors include the following:

1. Bringing prohibited items to school (eg. toys, fidget spinners, other items as outlined in each school's discipline policy) unless the item is used to engage self-regulation and is agreed upon by the teacher, student, and parent, caregiver, or guardian
2. Creating disturbances in classrooms or on school-controlled grounds
3. Dishonesty/Lying including minor academic dishonesty, including the use of artificial intelligence(AI) to complete assignments
4. Disrespect
 - a. Towards students or adults (including during safe seat or buddy room moves when inappropriate language is not used)
 - b. Towards property
5. Failure to carry out directions/disobeying
6. Failure to:
 - a. abide by the student dress code(*May be an office managed behavior depending on the school*)
 - b. abide by physical education dress code requirements
7. Failure to abide by the classroom technology management plan
8. Instigating conflict between two or more students through gossip, rumors, attempting to discredit another student, or falsifying information
9. Littering. Careless discarding of trash or other items
10. Tardiness (*May be an office managed behavior depending on the school*)
11. Verbal abuse. The consistent demeaning of another, i.e. name calling, teasing, derogatory comments
12. Inappropriate Language: Any language that is historically offensive based upon the basis of sex, age, race, color, religion, sexual orientation (including gender identity), physical and mental disability, citizenship status, national origin, or ancestry

Restorative/Discipline Options for Classroom Managed Behaviors

- Conference/Processing with student
- Behavioral contract/student plans
- Restorative Practices (Small and impromptu conversations, community building circles, skills-based coaching, etc.)
- Restitution or Contribution
- Consequences as stipulated in the approved Classroom Management Plan
- Detention
- Parental contact (all contacts should be documented using the parent communication log on the infosystem)
- BBSS Practices
- Verbal reprimand
- Withdrawal of privileges

Classroom Managed vs. Office Managed Behaviors T-Chart

Referrals are written for documentation purposes. Referrals are not written as punishment. Classroom teachers are responsible for teacher response/consequences associated with classroom managed referrals, and administration is responsible for the administrative response/consequences associated with office disciplinary referrals. Administration will determine the consequences for office referrals.. **Students will still be held accountable to make it right with any parties they have wronged.**
Instructional classrooms check-in with administration regarding behaviors that occur.

Teacher Managed Behaviors (CMB)	Office Managed Behaviors (ODR)
<p><i>Behaviors that are inappropriate, but minor and can be taken care of by use of the classroom management plan</i></p>	<p><i>Behaviors that are dangerous, potentially illegal, severely or continuously disruptive, or significantly violates the rights of others.</i></p>
<ul style="list-style-type: none"> · Leaving the classroom without permission · Attendance (parents should be informed of the effects on academic performance) · Minor property damage (i.e. breaking pencils, etc.) · Homework incomplete · No supplies · Tattling · Non-Compliance · Willful disobedience or defiance · Minor verbal aggression (i.e. name calling, inappropriate language/profanity, and tantrums) * <ul style="list-style-type: none"> · Arguing · Not working or not participating · Lying · Minor stealing · Cheating · Minor harassment, gossip, rumors · Out of seat · Misbehavior on carpet/ at desk/table · Minor unnecessary bodily contact (kicking, hands on, etc.) · Talking or inappropriate voice control · Noises or minor interruptions · technology (minor) offenses 	<p>When writing an office referral would be necessary...</p> <ul style="list-style-type: none"> · Leaving the classroom (repeatedly), school, or playground without permission · Vandalism · Substances · Weapons · Profanity directed at adults · Fighting · Verbal/physical intimidation · Major stealing · Gang-related activity · Harassment (including sexual; verbal, gestures, etc.) · Discrimination · Threats · repeated misuse of technology · flagrant misuse of technology (inappropriate content, videos/photos, etc) · Willful disobedience or defiance · refusal to transition to buddy room · Serious property damage (i.e. writing on walls, breaking bathroom doors, damaging technology on purpose or by using it incorrectly) · Bullying- after district protocol is followed to identify the act as bullying

Gross Disobedience or Misconduct

Gross Disobedience or Misconduct involves acts directed against persons or property but whose consequences may seriously endanger the health and safety of self or others and/or create a serious disruption to the learning environment. Gross Disobedience or Misconduct can usually be handled within the school. The corrective measures which the school or district uses will be determined by the extent of the resources available for remediating the situation in the best interest of all students.

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

Behaviors Considered Gross Disobedience or Misconduct

1. **Academic Dishonesty:** Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence(AI) in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination/project/assignment or altering report cards and wrongfully obtaining test copies or scores.
2. **Aggressive Behavior:** Physical or psychological harm (defined as emotional or cognitive disturbances resulting from another's actions) to a staff person or another student. This includes, but is not limited to, fighting, excessive/unnecessary bodily contact, assault/battery/intimidation, or seriously disruptive behavior that may result in a safety hazard.
3. **Alcohol**
 - a. Using (showing up to school or a school event under the influence), possessing, or purchasing 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.
 - b. Furnishing, selling, manufacturing or possessing with the intent to sell or distribute alcohol, on any school property or while attending any school-sponsored or school-related function. Manufacturing includes but is not limited to the producing, preparing, compounding, possession, encapsulating, packaging, repackaging, labeling, or re-labeling of any alcoholic product or look-alike.
4. **Assembly/Gang Activity:** Being involved with any public school secret society. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia. Gang activity or soliciting: "Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or around school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonable could be regarded as gang symbols including tattoos; commit any act or omission, or use either verbal or nonverbal gestures showing membership in any gangs; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to soliciting others for

membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies; (5) or incite other students to act with physical violence upon any other person. Complicity in the possession/use of substances (alcohol, drugs or look-alike drugs).

5. **Bringing prohibited items** to school or school events. This includes, but is not limited to laser pointers, fireworks, pepper spray/any object containing a nonlethal noxious liquid, gas, or substance, unless under a staff member's direct supervision and in the context of instruction.
6. **Disrespect:** Disobeying rules of student conduct or directives from staff members or school officials, such as refusing a staff member's request to behave appropriately, providing false identification or failing to identify yourself, opening exterior/interior doors or propping exterior doors to gain entry into the building or spaces within the building for themselves or others. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function.
7. **Electronic Devices:** Inappropriate use of electronic communication devices and district technology devices. See Technology Use Policy and [Electronic Device Policy](#)
8. **Falsifying Emergencies:** In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds; school bus or at any school activity..
9. **Gambling:** Violating any criminal law that falls under the category of the legal definition of gambling as follows, "an agreement between two or more individuals to play collectively at a game of chance for a stake or wager, which will become the property of the winner and to which all involved make a contribution." This includes possession of gambling paraphernalia.
10. **Instigating conflict**
 - a. Engaging in or any kind of aggressive behavior that does physical or psychological harm to a student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, but not limited to, any use of violence, force, noise, coercion, threats, stalking, public humiliation, theft or destruction of property, retaliation, hazing, or using a school computer or a school computer network of other comparable conduct. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to be a threat or an attempted intimidation of a staff member or endanger the health or safety of students, staff or school property. Making an explicit threat on an Internet website against a school employee, a student or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual

because of his or her duties or employment status or status as a student inside the school.

- b. [Bullying](#)
- c. Harassment (the act of systematic and/or continued unwanted and annoying actions, including threats and demands)
- d. [Hazing](#)
- e. Intimidation to staff or students #
- f. Extortion (the practice of obtaining something, especially money, through force or threats.)
- g. Threats
- h. Rumors and falsifications

11. Possession/Use/Influence of Substances/Paraphernalia

- a. Any illegal drug, controlled substance, or cannabis (including marijuana, THC vaping products, 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 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 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, by a student for whom medical cannabis has not been prescribed, is prohibited. ([See the medication administration policy for schools](#)) #
- e. Any inhalant or vaping device, regardless of whether it contains an illegal drug or controlled substance that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or 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 that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; 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. Furnishing, selling, manufacturing or possessing with the intent to sell or distribute, or controlled substances (drugs or look-alike drugs) on any property or while attending any school-sponsored or school-related function. *#

12. **Property:** Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property, including, but not limited to loitering, vandalism, possession/sale of stolen property, criminal damage to property or setting fires.
13. **Sexual Misconduct**
 - a. Engaging in any sexual activity, including, but not limited to, offensive touching, indecent exposure (mooning), or removing the clothing of another student.
 - b. [Sexual harassment](#)
 - c. Sexual assault to a staff member *#
 - d. [Teen dating violence](#)
 - e. Possession/distribution of sexually explicit materials
14. **Tobacco:** Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes or e-cigarettes, and vaping materials.
15. **Trespassing:** Entering school property or a school facility without proper authorization. Trespassing on non-school property to and from school or at school events.
16. **Truancy:** Being absent without a recognized excuse. Excessive unexcused absences. Leaving the closed campus. Not attending an assigned class during the assigned time.
17. **Weapons / Weapons Prohibition**
 - a. A student who is determined to have brought a firearm to school, any school sponsored event or activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis. *#
 - b. Possession of a look alike toy or fake handgun. #
 - c. Possession of, but not limited to, ammunition, knives, brass knuckles, billy clubs or baseball bats, pipes, bottles, locks, sticks, pencils, and pens if used or attempted to be used to cause bodily harm.

Anytime any item considered a weapon or paraphernalia under Sections 3, 5, 11, 14, or 17 of the handbook and is confiscated the item will not be returned to the parent, caregiver, guardian or student.

The expulsion requirement may be modified by the superintendent and/or designee and the Superintendent and/or designee's determination may be modified by the Board of Education on a case-by-case basis.

*Shall be referred to a local law enforcement agency.

#Must be reported to the Illinois Uniform Crime Reporting Program.

CONSEQUENCES

The consequences students receive for their behaviors determine how likely they are to repeat the behavior. Consequences can be positive or negative. Positive consequences

are intended to encourage desired behavior. For example, if a child cleans his/her room without being asked and a caring adult shows appreciation, it increases the chance he/she will clean his/her room again without being asked.

Negative consequences are intended to discourage negative behavior. For example, a student who does not use their time wisely in class may have to stay after school in order to complete the work.

Consequences should be age appropriate and natural or logical consequences are the best choices. An example of a logical consequence would be if a student or group of students leave a mess in the bathroom, they must clean it up.

Punishment is not a consequence. It is neither logical nor natural and often does not fit the behavior. An example of this would be suspending a student who has a truancy problem. Punishment does not change a student's behavior and more often than not harms the teacher-student relationship.

BULLYING/HAZING

Hazing is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. Bullying includes cyberbullying (bullying through the use of technology or any electronic communication or media), is any physical or verbal and is defined as any act that has or can be reasonably predicted to place a student in reasonable fear of harm; cause a detrimental effect on a student's physical or mental health; interfere with a student's academic performance; or interfere with a student's ability to participate in or benefit from school activities. Bullying includes:

- Placing the student or students in reasonable fear of harm to their person or property
- Causing a substantially detrimental effect on the student's or students' physical or mental health
- Substantially interfering with the student's or students' academic performance
- Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school including but not limited to Inappropriate Language as described in the Classroom Managed Behaviors section of the handbook.

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. [See complete policies and procedures for bullying and hazing beginning on page 55.](#)

Disciplinary Procedures

There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. If the violation occurs in the classroom setting, the

teacher invokes the Classroom Management Plan as approved by the building principal/designee.

Repeated misbehavior may require a parent/teacher conference, re-entry conference, restorative circle or a parent conference with guidance staff and/or administrator. A proper and accurate record of the offense and disciplinary action is maintained by the staff member.

Restorative/Discipline Options for Gross Disobedience or Misconduct

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 pursuing out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

- Notify parents, caregivers, or /guardians
- If the student is a ward of the State or foster child the school will notify DCFS of any suspension or expulsion
- After-school tutoring provided the student's parent, caregiver, or guardian has been notified (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the students)
- Detention
- Disciplinary conference/Re-entry conference
- Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds or attending any school activity during the duration of the expulsion, including non-school days
- In-school suspension
- Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look- alikes," alcohol, assault to a staff member, possession of a weapon or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement
- Recommendation to revoke transfer after conferencing with the family of the student and consulting with the Director of School Support Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules
- Referral to outside agency or school district support services
- Referral to Tier II team
- Referral to building problem solving or district student review
- Restitution or Contribution
- Return of property or restitution for lost, stolen or damaged property
- Suspension of bus riding privileges
- Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds or attending any school activity during the duration of the expulsion, including non-school days
- Temporary removal from the classroom

- Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law
- Withholding of privileges

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

Suspensions

Out of school suspensions for three days or less may be used only if the student's continuing presence in school would pose:

- A threat to school safety
- A disruption to other students' learning opportunities

Whether a student's continuing presence in school would pose a threat to school safety or a disruption to other student's learning opportunities shall be determined on a case-by-case basis by school officials.

Out of school suspensions for four or more days, expulsions and disciplinary removals to alternative school may be used only if:

- Other appropriate and available behavioral and disciplinary interventions have been exhausted; and
- The student's continuing presence in school would either;
 - Pose a threat to the safety of other students, staff or members of the school community; or
 - Substantially disrupt, impede or interfere with the operation of the school

Whether a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community or substantially disrupt, impede or interfere with the operation of the school shall be determined on a case by case basis by school officials.

Expulsion

An expulsion shall take place after the parents, caregivers, or guardians have been requested by registered or certified letter to appear at a meeting of the Board of Education, or with a hearing officer appointed by it, to discuss their child's behavior. The principal of the school the student attends, along with other staff members who have knowledge of the student's academic, behavioral, and social background may be asked to attend the meeting. At such a meeting, the reasons for dismissal and the date on which the expulsion is to become effective shall be stated. If a hearing officer is appointed by the Board, he/she shall report to the Board a written summary of the evidence heard at the meeting-at which time the Board may take such action as it finds appropriate. **A student who is expelled from school may not attend any District #186 extracurricular activities and may not be on a school campus other than the alternative program to which they are assigned. A student expulsion must be disclosed on the Common Application for Colleges.**

Re-Entry

A conference with the family and student who has been suspended may take place prior to the student leaving the building to serve the disciplinary consequence.

When a student re-enters school after completing an out of school suspension, expulsion, or **alternative school placement**, the building principal or designee shall meet with the student, parent, caregiver, or guardian. The intent of this meeting shall be to partner with the family to create a plan to support the student's ability to be successful in school. The plan shall include an opportunity for students to complete or make-up work for equivalent credit within a reasonable amount of time if they did not or could not complete the work during the period of exclusion. The school will make reasonable attempts to hold this conference.

STUDENT RIGHTS IN DISCIPLINARY PROCEDURES

To ensure that the student receives fair treatment consistent with the fundamental requirements of due process, student suspension or recommendations for expulsion are made in accordance with the following procedures:

Out-of-School Suspension/Bus Suspension

1. A student must be given the opportunity to present information on his/her own behalf prior to suspension. The suspension shall be reported immediately to the parents, caregivers, or guardians of each suspended student. The suspensions will be reported monthly to the Board of Education through the Superintendent of Schools and the Executive Director of School Support. The report to the parents, caregivers, or guardians shall be made by letter through the U.S. Mail or by personal delivery. A copy of this letter will be sufficient notification to all others. If the situation is such that the physical well-being of the student, other individuals or the property of the school district are in jeopardy, then the student may be suspended immediately and given an opportunity to present information on his/ her behalf within 24 hours.
2. The suspension letter shall give a full statement of the reasons for the suspension and notice to the parents, caregivers, or guardians of their right to review. The procedure for review, if requested, shall be as follows:
 - a. Parent(s), caregiver(s), or guardian(s) have the right to have the suspension reviewed by the School Board or a hearing officer appointed on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to Jason Wind, Director of School Support, 3063 Fiat Avenue, Springfield, IL, 62704.
 - b. The parent, caregiver, or guardian requesting the review shall appear and discuss the suspension with the hearing officer appointed by the Board.
 - c. Thereafter, the hearing officer shall report to the Board or its designee, by written summary, the evidence heard at the meeting.
3. Re-entry should occur only after a parental conference involving appropriate school personnel. Further continuance of school is contingent

- upon the conduct of the student being consistent with that which is expected of appropriate school conduct and citizenship.
4. If the actions of the student present a serious or continued breach of discipline, a report shall be made to the District's Student Review Committee. This committee could consist of but is not limited to building principals, psychologists, social workers, and District level support staff, shall review the history of the student's behavior and make appropriate recommendations to the building principal or Superintendent for an education program.
 5. When a student is suspended from school, that student is prohibited from entering onto any school property, adjacent school property, or attending any school- sponsored event whether on or off school property.

GUIDELINES FOR WORK MISSED DURING OUT-OF-SCHOOL SUSPENSION

Any student who is assigned an out-of-school suspension is encouraged to continue doing all school work during the time of that suspension. This recommendation is made for the purpose of helping students to avoid major gaps in the learning which occurs at school. In addition, keeping up with assignments during a suspension is the best way for a student to ensure his/her ability to successfully complete work assigned upon return to school following the out-of-school suspension. Guidelines governing work missed during an out-of-school suspension are listed below in two major categories.

Daily work, Homework and Quizzes

There is a mutual responsibility between teacher and student to get assignments, lecture notes and other materials needed to keep up with work missed during an out-of-school suspension.

Students at the middle and high school should log into Canvas daily to find assignments and homework. Elementary school students should log into Canvas but may find additional work provided through paper copies. Elementary school families should contact the school if there are questions about assignments and homework during suspension. Homework should be submitted to teachers in a timely manner, as determined by the teacher, upon return to school following an out-of-school suspension.

Students will receive grades or credit for daily work, homework, or quizzes missed during an out-of-school suspension.

Students who are suspended out-of-school for four or more school days must be provided appropriate and available support services during the period of their suspension. (email, phone call, conference, after school tutoring)

Research Papers, Major Projects and Major Tests

Upon return to school from an out-of-school suspension, the student is responsible for arranging to make up any major assignments (research papers, projects, major tests) in a timely manner. This work will be made up at a time convenient to the teacher.

Students who have been suspended out-of-school will not be granted additional preparation time regarding these types of assignments.

Students will receive grades and credit for work made up in this category of assignments.

BUS CONDUCT

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents, caregivers, or guardians must, at the beginning of the school year, select one bus stop at which a student is to be picked up and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building administration.

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

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

- Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus at all times
- Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smartphones, and other electronic devices must be silenced on the bus unless a student uses headphones
- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus
- Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers
- Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus
- Never run back to the bus, even if you dropped or forgot something
- Students must never tamper with the bus or any of its equipment
- Students must take seats promptly and remain seated throughout the trip. If seats are assigned, students must sit and stay seated in the assigned seat throughout the trip
- Hands and heads must remain inside the bus at all times. Items are not to be thrown on the bus or out of the bus window
- Use emergency exits only in an emergency

- Students must not bring items on the bus which might injure or harm other students
- The use of tobacco, alcohol and drugs is prohibited on all buses transporting students to and from school, including school-authorized trips

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

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

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent, caregiver, or guardian to notify the school that the student does not have alternate transportation.

Bus Safety

- Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- Stay away from the bus until it stops completely and the driver signals you to board. Enter in a single file without pushing. Always use the handrail.
- Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
- Students must board and depart at assigned bus stops.

Bus Audio and Video Recordings

Recent legislation passed by the Illinois General Assembly (Public Act 95-3052) requires that parents, caregivers, and guardians be notified that the District is now allowed to use both a visual and audio recording of the interior of a school bus when transportation is provided for any school related activity. This law was enacted to promote the safety and security of children. The District and law enforcement

personnel will only use the recordings for disciplinary situations. Recordings will not be available for use by the general public in order to assure student privacy. A special decal has been placed on the exterior and interior of all school busses notifying students of these recordings.

For questions regarding school transportation issues, contact: Transportation Office at (217) 525- 3096

Searches of School Locker, Property, etc.

By law, School District Officials are authorized to conduct searches of lockers, school grounds and/or District-controlled property for illegal drugs (including searches conducted through the use of specially trained dogs), weapons, or any other item or instrument creating a safety concern (105 ILCS 5/10-22.6). Such searches may include student vehicles parked on District-owned or controlled property. In addition, the School Board has authorized the Superintendent to request assistance from law enforcement officials. (Board Policy 710.03).

Under the Illinois School code, “[to maintain order and security in the schools, school authorities may inspect and search places and areas such as lockers, desks, parking lots, and other school property and equipment owned or controlled by the school, as well as personal effects left in those places and areas by students, without notice to or the consent of the student, and without a search warrant.]” 105ILCS5/10/22.6(e). Board Policy 710.03 states that “[schools may be selected for periodic metal detector searches based upon information, which reasonably leads District staff to have high concern for the safety and security of students and staff. Search areas may include classrooms, corridors, student lockers, restrooms, locker rooms, cafeterias, common areas, or other areas identified by District staff. Any such searches shall be conducted in a minimally an instructive manner as possible.]” Board Policy 710.069 states that “possession or use of explosives, firearms, or other dangerous weapons or instruments shall be prohibited on school buses, in school buildings, on school grounds or at any school function at all times.

When circumstances arise that cause administrators or staff to have a reasonable suspicion that a student is in personal possession of an item that could cause a threat to the safety of students or staff, or could be possessed in violation of school rules, the school administrators, school staff, school resource officers or off-duty law enforcement at the direction of school administration have the right to conduct a reasonable search.

According to the United States Supreme Court, “under ordinary circumstances, a search of a student by a teacher or other school official will be justified at its inception when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Such a search will be permissible in its scope when the measures adopted are

reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.”

Interrogations

It is the desire of the Board to cooperate with all public agencies operating in the public interest. Law enforcement and other personnel who have a legal right to interview pupils may do so consistent with the District's [Administrative Rules and Regulations](#). Parents, caregivers, or guardians shall be notified and give consent prior to the interview except as noted in Administrative Rules and Regulations.

TECHNOLOGY POLICIES

TECHNOLOGY USE POLICY

The District provides computing resources to support the instructional and academic research activities of its students and staff. These resources are intended for the sole use of District employees and students, and include host computer systems, personal computers and workstations, communications networks, software, data files and other related technologies.

The use of the Internet, network and related technologies shall be restricted to assigned work in connection with District instructional programs. District 186 reserves the right to monitor its computing resources to protect the integrity of its computing systems and building facilities.

Springfield Public Schools makes no warranties of any kind, whether expressed or implied, for the services it is providing. The District assumes no responsibility or liability for any phone charge, line costs or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from delays, non-deliveries, mis-delivery or service interruptions caused by the user's negligence or errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its computer resources and/or services.

All communication and information accessible via the computer shall be regarded as private property. However, people who operate the system may review files and messages to maintain system integrity and ensure that users are using the system responsibly.

The following types of activities are examples of behavior that is unacceptable and/or unethical and shall constitute violations of District policy:

- Intentionally altering and/or damaging software, hardware, files, data or network configurations

- Accessing another individual or classroom account, private files, or e-mail without permission from the owner
- Accessing personal email accounts and/or chat rooms (student e-mail access is limited to teacher-assigned District classroom accounts)
- Accessing, submitting, posting, publishing or displaying defamatory, inaccurate, obscene, profane, sexually oriented, threatening, racially offensive, harassing, illegal or personal information or material
- Using any electronic device to record or photograph a student(s), physical altercation or posting photos or video of a student(s) or physical altercation on the internet
- Without regard to the actual location, no web sites, web servers, file servers and/ or web-enabled information shall be established and/or maintained using the name of the school, of any school-affiliated organization, of any school student or staff or with the use of any District equipment or materials without the express written authorization of the Director of Technology. All such approved activities are subject to frequent monitoring and any inappropriate usage will result in the closing of the activity and appropriate discipline as per the District guidelines
- Misrepresenting one's identity in electronic communications
- Distributing personal information in electronic communications
- Violating copyright, software and/or acceptable use policies and agreements
- Using computing and networking resources and/or other technologies to threaten or harass others
- Using computing or networking resources for commercial or profit-making services without written authorization from the Superintendent; and
- Disobeying system policies, procedures or protocol

The use of computers and networks, including the Internet, is a privilege, not a right and inappropriate use will result in a suspension/cancellation of those privileges in accordance with the severity of the offense and District discipline guidelines.

ELECTRONIC DEVICE POLICY

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein.

An electronic device includes, but is not limited to, the following: cell phone, smart phone, smart watch, video recording device, personal digital assistant (PDA), ipod, ipad, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP) or 504 education plan; or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Cellular telephones may be brought to District 186 schools by students pursuant to this policy. Phones should remain concealed and be turned off unless in use pursuant to this policy. Such phones and other electronic devices may be used in compliance with the individual school's guidelines for usage. This time of usage may include before/after school as well as during the student's lunch time.

Electronic devices may never be used in any manner that disrupts the educational environment, violates students conduct rules or violates the rights of others. This includes but is not limited to the following:

- Using the device to take photographs in locker rooms or bathrooms
- Using any electronic device to record or photograph a student(s), physical altercation or posting photos or video of a student(s) or physical altercation on the internet
- Cheating
- Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting)

Each school shall establish guidelines concerning the inappropriate use of cell phones/electronic devices at the building level. Schools may enforce the electronic device policy per their established guidelines as long as the consequence associated with the violation of this policy does not also involve more serious disciplinary infractions than established by this handbook..

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

Social Network Passwords

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.

Annual Notice to Parents, Caregivers, and Guardians about Educational Technology

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

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and

primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

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

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

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

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

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

SCHOOL FOOD SERVICE

The Food Service Department for Springfield Public Schools participates in the United States Department of Agriculture's (USDA) National School Breakfast and Lunch Program. All of our schools offer a nutritious breakfast and lunch each day to every student. Menus are available on the District's website at www.sps186.org. If desired, students may bring lunch from home. A la carte service is available at each school for students wishing to purchase extra beverages or food items.

COMPUTERIZED POINT OF SALE SYSTEMS

The food service Department for Springfield Public Schools uses a computerized point-of-sale system. All students are assigned a personal identification number (PIN) that is entered into a keypad when students participate in either breakfast or lunch . All students must learn their PIN. PINs should be kept confidential and should not be shared with other students.

FEES

WAIVER OF SCHOOL FEES

Parents, caregivers, or guardians who wish to apply for a Waiver of School Fees should complete the Application For Waiver Of School Fees form available at each school after August 1st. Waiver forms may also be found online on the District's website at <https://app.droplet.io/form/gNxk1y>. Completed forms shall be submitted to the Business Office located at 530 W. Reynolds St., Springfield, IL. 62702.

INSTRUCTIONAL MATERIALS FEE

Students may be required to pay an Instructional Materials Fee at the time of registration or at a later date as directed by each school. The Instructional Materials Fee is used to purchase basic and supplemental texts (hardcover and paperback), periodicals, workbooks, materials and supplies used in science, family and consumer science, music and art. A separate fee is charged for Driver's Education. A portion of the Driver's Education fee is required by the State of Illinois and cannot be waived. Parents, caregivers, or guardians who wish to waive Instructional Materials Fees should do so by completing the Application For Waiver Of School Fees form that is available at school. There is no instructional materials fee for children enrolled in the Early Start Program.

ATHLETIC FEES

Students shall be assessed a fee for participation in all extracurricular activities governed by the IHSA/IESA. This fee, approved by the Board of Education on June 16, 2014, became effective for the 2014-2015 school year and remains in effect until further notice. Fees are as follows:

- High School: A one-time \$85.00 fee for participation in all IHSA high school activities.
- Middle School: A one-time \$60 fee for participation in all IESA middle school activities.
- 6th grade intramural sports (girls basketball, boys basketball, and Volleyball) are not part of the IESA and participation fees are determined by the school program.

Guidelines for collection of these fees are as follows:

1. This fee shall be collectable and payable at the time the Athletic Permit Card is submitted — no pay, no practice, no play;
2. Collection of this fee for sports in which practices begin prior to the beginning of the school year shall be based on the preceding school year's Application For Waiver of School Fees status--i.e., if a student qualified during the previous school year for a Waiver of School Fees, the athletic fee may be waived until such time as the current year's Waiver of School Fees status may be ascertained. If for any reason the student is not approved for a fee waiver for the current year, the fee will be due and payable immediately or the student may not continue to participate in his/her activity.
3. It is the responsibility of the building Athletic Director to follow up with all coaches in collection of athletic fees in a timely manner.
4. It is the responsibility of all coaches to be diligent in collection of these fees, as well as follow up on the fee waiver status of all students participating.
5. Schools should immediately provide a list of students to the Department of Business Services for any fees unable to be collected. The Department of Business Services will follow up and/or initiate collection proceedings.

EXTRACURRICULAR AND ATHLETIC ACTIVITIES

This Extracurricular and Athletic Activities Code of Conduct applies, where applicable, to all school-sponsored athletic and extracurricular activities that are not part of an academic class nor otherwise carry credit for a grade.

Requirements for Participation in Extracurricular Athletic Activities

A student must meet all academic eligibility requirements and have the following fully executed documents on file in the school office before being allowed to participate in any extracurricular athletic activity:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant;
2. A permission slip to participate in the specific sport or activity signed by the student's parent, caregiver, or guardian;
3. Proof the student is covered by medical insurance;
4. A signed agreement by the student not to use any drugs on the IHSA's most current banned drug classes list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent, caregiver, or guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program; and
5. Signed documentation agreeing to comply with the School District's policies and procedures on student athletic concussions and head injuries.

ACADEMIC ELIGIBILITY

Selection of members or participants in extracurricular athletic activities is at the discretion of the designated teachers, sponsors, and coaches. For all IHSA/IESA sports and activities, athletic as well as non-athletic, academic eligibility shall be checked weekly to govern eligibility for the following Monday through Saturday. For fall sports, the first eligibility check shall be made following the first full week of attendance at the beginning of the school year. During the succeeding weeks of the school year, the eligibility check shall begin the week prior to the first contest in an activity. Schools are expected to conduct this weekly check in some consistent manner convenient to their individual operations. The eligibility check shall be the same day each week unless school is not in session; then it must be taken on the last day of student attendance that week.

In cases when the documented grade of the student does not reflect the student's true academic progress (submitted work that has not been graded or recorded, limited course assignments, excused absences...) each building principal or designee shall have the necessary discretion to declare the eligibility of the student. In such cases, the principal or designee shall consult with the Director of School Support prior to making a final decision and notifying all parties.

IHSA Weekly grade checks shall be cumulative and pertain only to semester grades. In order to maintain current eligibility, students must:

1. Attain a 2.0 GPA in previous semester;
2. Pass five (5) classes in previous semester; and
3. Pass five (5) classes weekly during current semester

4. Any student failing to meet weekly academic requirements will be suspended from the sport or activity for 7 calendar days or until all academic requirements are met, whichever is longer. Any student failing to attain a 2.0 GPA or pass five (5) classes in the previous semester will be ineligible for all contests/events during the subsequent semester.

IESA Weekly grade checks shall be cumulative and pertain only to quarter grades. In order to maintain current eligibility, students must:

1. Attain a 2.0 GPA in previous semester;
2. Pass all classes in previous semester; and
3. Pass all classes weekly during current semester
4. Any student failing to meet weekly academic requirements will be suspended from the sport or activity for 7 calendar days or until all academic requirements are met, whichever is longer. Any student failing to attain a 2.0 GPA or pass all classes in the previous semester will be ineligible for all contests/events during the subsequent semester.

Student athletes who are having academic difficulty should be allowed to attend academic tutoring sessions without athletic penalty. The attendance of these sessions should be pre-arranged with the coaching staff. Student athletes may be asked to provide documentation of tutoring attendance from the instructor or administrator in order to return to practice.

STUDENT ATHLETIC CONCUSSION AND HEAD INJURIES

Student Athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition. A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, District 186's return-to-play (RTP) and return-to-learn (RTL) protocols.

IHSA/IESA

Eligibility for most athletics is also governed by the rules of the Illinois High School Association or Illinois Elementary School Association and, if applicable, these rules will apply in addition to this Extracurricular Athletic Code. In the case of a conflict between IHSA or IESA and this Extracurricular Athletic Code, the most stringent rule will be enforced.

ABSENCE FROM SCHOOL ON DAY OF SPORT OR ACTIVITY

A student who is absent from school for any part of the school day is ineligible for any sport or activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made 1) for a pre-arranged medical absence; 2) for a

death in the student's family; or 3) a religious ceremony or event. A student who has one or more truancies or who has been suspended from school may be suspended from participation in athletic activities by school officials. A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday sports and activities at the sole discretion of the principal or designee.

TRAVEL

All students must travel to sporting events and activities and return home from such events with the team on which the student participates by using a school approved means of transportation. A written waiver of this rule may be issued by the teacher, sponsor or coach in charge of the sport or activity. This requires an advance written request of a student's parent, caregiver, or guardian. The parent, caregiver, or guardian must be present and accept custody of the student. Oral requests will not be honored and oral permissions are not valid.

Any student found to be in violation of this rule will be subject to discipline in accordance with the Extracurricular/Athletic Code of Conduct.

CODE OF CONDUCT FOR ACTIVITIES

This Code of Conduct applies to all school-sponsored activities that are neither part of an academic class or otherwise carry credit or a grade. This Code of Conduct will be enforced 365 days a year, 24 hours a day.

This Code does not contain a complete list of inappropriate behaviors for students in extracurricular athletic activities. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations and a student may be excluded from sports or activities while the school is conducting an investigation regarding that student's conduct.

Students and their parents, caregivers, or guardians are encouraged to seek assistance regarding alcohol or other drug problems. Family-referrals or self-referrals will be taken into consideration in determining consequences for Code of Conduct violations.

The student shall not:

- Violate school rules or district policies on student discipline including policies and procedures on student behavior.
- Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute a beverage containing alcohol (except for religious purposes);
- Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute tobacco or nicotine in any form
- Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute any product composed purely of caffeine in a loose powdered form or any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;
- Ingest, possess, buy, sell, barter, or distribute any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia

- Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors
- Use, possess, buy, sell, offer to sell, barter, or distribute any object that is or could be considered a weapon or any item that is a look alike weapon. This prohibition does not prohibit legal use of weapons in cooking and in athletics, such as archery, martial arts practice, target shooting, hunting, and skeet
- Act in an unsportsmanlike manner
- Violate any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and reckless driving
- Violate any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and reckless driving
- Haze or bully other students
- Violate the written rules for the extracurricular or athletic activity
- Behave in a manner that is detrimental to the good of the group or school;
- Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff
- Falsify any information contained on any permit or permission form required by the activity or sport

DUE PROCESS PROCEDURES FOR ACTIVITIES

Students who are accused of violating this Code of Conduct for Activities are entitled to the following due process:

1. The student should be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges leveled against him or her.
4. The student may provide any additional information he or she wishes for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:

Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all sports or activities for one of the time periods described below:

- A specified period of time or percentage of performances, activities, or competitions.or
- The remainder of the season or for the next season; or
- The remainder of the student's school career

Sanctions for alcohol and other drug violations are listed below and on the Athletic Permit Card. The administrator will make a written report of his or her decision and rationale. The student may appeal the decision to the building principal.

Extra/Co-Curricular Alcohol and Drug Policy Chart

<u>Sport, Club, Activity</u>	<u>First Offense</u>	<u>Second Offense</u>
Baseball	6 games	12 games

Basketball	4 games	8 games
Cross Country	4 meets	8 meets
Football	2 games	4 games
Golf	4 matches/tournaments	8 matches/tournaments
Soccer	4 matches/tournaments	8 matches/tournaments
Softball	6 games	12 games
Swimming	4 meets	8 meets
Tennis	4 matches/tournaments	8 matches/tournaments
Track	4 meets	8 meets
Volleyball	4 matches	8 matches
Wrestling	4 meets	8 meets
Poms	2 performances	4 performances
Cheerleading	6 performances	12 performances
All other co-curricular activities	4 weeks	8 weeks

All students remain subject to the district's student discipline policy and/or this handbook and the disciplinary measures listed in them.

DRUG AND ALCOHOL TESTING PROGRAM

The Illinois High School Association (IHSA) maintains an extracurricular drug and alcohol testing program in order to foster the health, safety, and welfare of its students. Participation in extracurricular athletic activities is a privilege and participants need to be exemplars. All District 186 programs promote healthy and drug-free participation. Each student and his or her parent(s), caregiver(s), or guardian(s) must consent to random drug and alcohol testing in order to participate in any extracurricular athletic activity. Failure to sign the District's Athletic Permit Card will result in non participation.

If a test is positive, the student may not participate in sports or activities until after a follow-up test is requested by the building principal or designee and the results are reported. The building principal or designee will request a follow-up test after such an interval of time that the substance previously found would formally be eliminated from the body. If this follow-up test is negative, the student will be allowed to resume sports and activities. If a positive result is obtained from the follow-up test, or any later test, the same previous procedure shall be followed.

No student shall be expelled or suspended from school as a result of any verified positive test conducted under this program other than when independent reasonable suspicion of drug and/or alcohol usage exists. This program does not affect the district policies, practices, or rights to search or test any student who at the time exhibits cause for reasonable suspicion of drug and/or alcohol use.

ATTENDANCE AT SCHOOL DANCES

Attendance at school-sponsored dances is a privilege. If a middle school dance occurs on a student attendance day, students must be in attendance the entire day in order to attend the dance.

Only students who attend the school may attend school-sponsored dances, unless the principal or designee approves a student's guest in advance of the event. A guest must be "age appropriate," defined as currently in high school or under the age of 21. All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances.

Students who are on Home Hospital Instruction and want to attend an extra-curricular activity must be approved by their physician and the school. Information on the approval process can be found at this link: [HHI Extra-Curricular Event Attendance](#)

Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent, caregiver, or guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

LOSS/THEFT OF STUDENT PROPERTY

Every effort will be made to avoid loss or theft of student property during a school activity. Should loss or theft occur, District 186 is not liable for replacement or related costs of such items.

HEALTH AND SAFETY

REQUIRED HEALTH EXAMINATIONS AND IMMUNIZATIONS

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

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

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

Proof of health examination and immunizations are due on the first day of pupil attendance. Failure to comply with the above requirements by the 11th pupil attendance day of the current school year will result in the student's exclusion from

school until the required health forms are presented to the school, subject to certain exceptions. All students new to District 186 who register mid-term from out of state have 30 days following registration to comply with the health examination and immunization requirements. Students who transfer to District 186 from a school district within Illinois have 10 days to comply. If a medical reason prevents a student from receiving a required immunization within the timeframe indicated above, the student must present an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

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

Dental Examination

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

Exemptions

A student will be exempt from the above requirements for:

- Medical grounds if the student's parent, caregiver, or guardian presents to the building principal a statement signed by a physician explaining the reason a medical exemption is needed
- Religious grounds if the student's parent, caregiver, or guardian presents to the building principal a completed Certificate of Religious Exemption form which includes a physician's signature and parent's, caregiver's, or guardian's written detailed explanation of the tenets of the religion preventing vaccination
- Eye examination requirement if the student's parent, caregiver, or guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist
- Dental examination requirement if the student's parent, caregiver, or guardian shows an undue burden or a lack of access to a dentist

VISION AND HEARING SCREENINGS

Vision and hearing screenings are completed annually on students in the grade levels listed below. The vision and hearing screening programs are for the purpose of the identification and prevention of vision and hearing impairments in students. Screenings

are a limited process and do not diagnose visual or auditory problems, but rather indicate a potential need for further evaluation.

Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Children are not required to undergo the vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

Students with a known hearing loss are encouraged to provide an audiogram completed by an audiologist within the previous 12 months.

The screenings are a school health requirement of the Illinois Department of Public Health. Parents, caregivers, or guardians wishing to object to this examination for religious reasons must submit to the school a written statement that fully sets forth the religious belief that is the basis for the objection.

The following students will be screened for:

<i>VISION</i>	<i>HEARING</i>
All pre-school	All pre-school
Kindergarten	Kindergarten
2nd	1st
8th	2nd
Students in special education	3rd
Teacher referrals	Students in special education
	Teacher referrals

MEDICATION ADMINISTRATION

1. If the Medication Permission Form is not available, the written physician's order must include the name of the drug, dosage, method of administering, and when it should be taken. No medication will be given to a student until the medication form is completed and signed by the physician and by the parent, caregiver, or guardian. Written parental permission is required as well. The first dose of any new medications will not be given at school due to the possibility of an adverse reaction.
2. All medication administered during the school day must be necessary in order to allow the child to attend school.
3. Prescription medication shall display:
 - a. Child's name
 - b. Prescription number
 - c. Medication name and dosage
 - d. Method of administering

- e. Time to be given and/or other directions
 - f. Date of prescription and refill
 - g. Licensed prescriber's name
 - h. Pharmacy name, address, phone number
 - i. Name or initials of pharmacist
4. Over-the-counter (OTC) medications are discouraged at school. When ordered in writing by the physician and parent, caregiver, or guardian, OTC medications shall be brought in with the manufacturer's original label with the ingredients listed, and with the child's name affixed to the container.
 5. Medications should be stored in the most current container with proper directions as to correct dose and time to be given.
 6. It is the responsibility of the parent, caregiver, or guardian to furnish the school with an adequate amount of medication in a timely manner. All supplies needed for medication administration should be provided by the parent, caregiver, or guardian.
 7. Any changes in dose, time, or directions must be in writing from the parent, caregiver, or guardian and the physician or licensed prescriber
 8. In cases where the student shall be allowed to self-administer a student's own asthma medication, a written statement from the parent, caregiver, or guardian is required (see Asthma-Parent Agreement for self-administration of asthma medication under Health Services online documents). In students with life threatening allergies, when the student is allowed to self-carry/self administer Epi-pen, the online document 'Allergy & Epi-pen - Parents and student - -Epi-pen Agreement must be completed by physician, parent, caregiver, or guardian, and student. This permission to self-administer and/or possess epinephrine and/or asthma inhaler may be revoked by the principal or nurse if it is determined that the child is not safely and effectively carrying and/or self-administering the medication. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent, caregiver, or guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/ or asthma inhaler, or the storage of any medication by school personnel.
 9. Herbal preparations and/or other alternative products require a physician's statement and must follow the guidelines given above.
 10. The parent, caregiver, or guardian will be responsible at the end of the treatment for removing from the school any unused medication which was prescribed to their child. All medication will be discarded during the last week day of the school year.

If your child has a serious health issue, such as asthma, allergies, seizures or diabetes, you are encouraged to speak with your child's doctor regarding an emergency action plan for school. An asthma emergency action plan completed by a physician and signed by a parent, caregiver, or guardian is requested for all students with asthma. Students with severe food allergies or other allergy necessitating the use of an EpiPen are asked to provide an allergy action plan completed by a physician and signed by the parent, caregiver, or guardian. A seizure action plan is requested for all students with a seizure disorder. A diabetes medical management plan must be provided in order to meet your child's diabetes needs. These

emergency plans are requested to keep your child safe at school and will be shared with school staff as needed to provide your child's safety.

Medication guidelines are based on recommendations from the Illinois Department of Human Services and the Illinois State Board of Education.

PROTOCOL FOR HEAD LICE

When a child comes to school with head lice, every precaution is taken to ensure the issue is addressed in a sensitive, discreet and timely manner to protect the affected student, minimize his or her time away from the classroom and prevent the spread of head lice to classmates.

School nurses and staff work with families to educate them on treating head lice. The typical protocol is as follows:

- As soon as it is determined that a child is affected with lice, his or her parent, caregiver, or guardian are notified and encouraged to pick up their child to begin treatment
- Upon pickup, parent, caregiver, or guardian are given information on lice treatment and advised to treat the child that day
- The child's head lice must be treated at home before returning to school. Parents, caregivers, or guardians are asked to accompany the child to school following treatment to allow a staff member to determine that the child has been treated and no longer has active head lice
- School nurses and staff monitor the affected child(ren) after treatment and watch for potential re-occurrence

Head lice themselves are not an illness and they are not known to spread disease, therefore they are not considered to be a health hazard. The burden on students and families resulting from extended time away from the classroom outweighs the risks of head lice. For these reasons, both the American Academy of Pediatrics and the National Association of School Nurses advise against "no-nit" policies requiring that a child be free of nits before they can return to school.

It should be noted that the presence of nits are not always indicative of active head lice. Nits that are visible more than 1/4 inch away from the scalp may be the shells left behind after lice eggs hatch. Nits may still be present after successful treatment. School nurses and staff do their best to ensure that children with active head lice are appropriately treated at home before returning to the classroom.

STUDENT ACCIDENT INSURANCE

District 186 does not provide student accident insurance or health insurance. Parents/ guardians may purchase supplemental accident insurance for their child through Student Assurance Services, Inc., 333 North Main Street #300, Stillwater MN 55082 More information is available at <https://www.sas-mn.com/sas/contactus.php>, Student Insurance. By no means is this coverage adequate for all costs of a student accident claim. Students who participate in District 186's football program are covered by an accident insurance policy that is provided at the expense of the Springfield Public Schools. All other financial considerations related to an accident or injury that occurs while the student is attending or participating in a school function, such as physical education, athletics or a field trip, is the responsibility of the parent, caregiver, or guardian.

STUDENT ILLNESS/INJURY

When a student is ill or injured at school, it may be necessary for the student to be sent home. If such is the case, school authorities will contact parents, caregivers, or guardians to explain the circumstances and to determine next steps. In case a parent, caregiver, or guardian cannot be reached, the school will use the emergency contact information on the student's cumulative folder. Students will remain supervised at school until contact is made or a 911 call is needed for emergency care.

In situations when an emergency vehicle is needed to transport a student to a medical facility, a representative from the school shall meet the vehicle at the medical facility and remain until an emergency contact arrives. In addition, the school must contact the District's Central Office in order to provide this information.

School staff with knowledge of the accident or student injury will complete a student accident report and turn this report in to the building principal within 24 hours of the accident occurring.

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, caregiver, or guardian resource on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

SCHOOL SAFETY

Drills

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. Each site administrator shall review all safety procedures and expectations with all building staff members prior to the first day of student attendance. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Except for the Law Enforcement Drill, drills may not be preceded by a warning to the students.

Tentative Safety Drill Schedule:

- Completed during the first 90 days of school Law Enforcement Drill
- August/September: Bus Evacuation
- October: Building Evacuation and Great ShakeOut Drill (Earthquake)
- March: Severe Weather Drill (shelter-in-place)
- Various: Building Administration to conduct two additional evacuation drills

SOFT LOCKDOWN

Soft Lockdown is a term that defines certain protocols and procedures that are used to respond to a nearby disturbance. This is in response to a situation that poses no immediate threat to students or staff.

During a Soft Lockdown, the building perimeter is secured and, if necessary, staff may be assigned to monitor primary entrances. In some cases, first floor windows may be secured. All staff and students who are outside are directed to enter the building and no outside activities are permitted until the event is resolved. In most Soft Lockdowns, visitors may not enter or exit the building.

In the building, the regular school day is observed. Teaching and learning take place and students move about as normal. Once the District 186 Coordinator of Safety and Security or the Springfield Police Department notifies the building administration that the incident is resolved, normal operations may resume.

ASBESTOS MANAGEMENT PLANS AVAILABLE FOR INSPECTION

In accordance with Federal Register 40 CFR 73 Asbestos-Containing Materials in Schools, Final Rule (Asbestos Hazard Emergency Response Act, AHERA), all Springfield Public Schools, District 186, have an Asbestos Management Plan located in the office. The plan may be reviewed during normal business hours.

Please contact Scott Craig, Asbestos Coordinator (217-525-3096) with any questions. Copies of the written report can be provided at a cost of \$.25 per page.

PEST MANAGEMENT POLICY STATEMENT

It is the policy of District 186 to implement Integrated Pest Management procedures to control structural and landscape pests and minimize exposure of children, faculty and staff to pesticides.

PESTS

It is the policy of District 186 to control pests in the school environment. Pests such as cockroaches, fleas, stinging wasps, termites and rodents are annoying and can disrupt the learning environment in schools. Pests are known to bite, sting or transmit diseases and may also cause allergic responses.

PESTICIDES

It is the policy of District 186 to reduce exposure to pesticides in the school environment. When pesticides are used to control pests in schools, there is a potential for human exposure. Excessive exposure may result in pesticide poisoning or allergic responses in sensitive individuals. Children may be more susceptible to pesticides than adults due to their smaller size and rapid growth and development. Their playful behavior may expose them to more pesticide residues.

INTEGRATED PEST MANAGEMENT (IPM)

1. Non-chemical prevention of pest populations using such methods as sanitation, exclusion and cultural practices.
2. Selecting the least hazardous methods and materials effective for control of targeted pests.
3. Precision targeting of pesticides to areas not contacted or accessible to the children, faculty and staff.
4. Application of pesticides only "as needed" to correct verified problems.

The success of IPM in schools is dependent upon:

1. Full cooperation of administrators, faculty, maintenance/custodial staff, parents and students.
2. Establishment of a school district-wide IPM coordinator and advisory committee.
3. School-based safety committees shall include pest management and pesticide policy as part of their agenda.
4. Each school shall designate a staff member to coordinate the IPM program and maintain pest management records.

BULLYING, HAZING, SEXUAL HARASSMENT, TEEN DATING VIOLENCE, DISCRIMINATION & REPORTING OF ABUSE

BULLYING POLICY

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

Bullying on the basis of actual or perceived race, color, national origin, 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 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 from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or, orderly operation of a school.

Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication including text, phone call or social media platform) 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
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

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.

Parents, caregivers, guardians and students are encouraged to promptly report bullying to their Building Principal or designee. All reports shall be documented using District 186's Bullying Incident Reporting Form (see Appendix A or go to [sps186.org-Information-Bullying Incident Reporting Form](https://sps186.org-Information-Bullying-Incident-Reporting-Form). Pages 1 and 2 contain the form used to make a bullying report. Pages 3 and 4 contain the form used by the school in order to document the report, implement strategies to address the issue and to follow up with students/families). Bullying, threats, and other school safety issues can be reported through [Safe 2 Help Illinois](#).

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

If a student still needs assistance after making the school aware of the situation, please contact:

- Jason Wind, Director of School Support, 217-525-7911, jwind@sps186.org or
- Lance Thurman, Executive Director of Secondary Schools and Programs, 217-525-3017, lthurman@sps186.org

If You Are the Victim of Bullying:

- Clearly tell the “bully(ies)” to stop.
- Don't ignore the incident. Immediately report the incident to someone at school; seek help at school. Tell your parent(s), caregiver(s), or guardian(s).
- If the bullying continues after you have clearly told the bully(ies) to stop, use District 186's Bullying Incident Reporting Form to document the incident. Report the incident immediately to a trusted staff member. For example: teacher, guidance counselor, assistant principal, or principal.
- Each school will designate and clearly identify the person who is in charge of taking, investigating, and entering bullying reports.
- Retaliation against the aggressor must not occur. Some examples of retaliation are: attempting to discuss the matter in any way while it is under investigation, spreading rumors, following the person who reported the bullying, becoming physical in any way, destroying property, or using the telephone or any other electronic or written form of communication to retaliate in any way against the victim.
- Avoid being alone with the person(s) who have attempted to bully you in the past.
- Schools will provide resources to students who have filed a bullying report that has been founded or unfounded. These resources may include meeting with school administrators, school social workers, or other school staff who can provide support.

In instances where the target has filed a Bullying Report and the aggressor also reports retaliation, consequences related to retaliation may be more severe than the consequences for the bullying. Administrators will make every effort to use appropriate consequences to eliminate bullying behavior and to eliminate retaliation against reporters of bullying behavior.

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

Bullying Forms



Student Conduct – Bullying Springfield Public Schools Department of School Support

Illinois law and Springfield Public School District 186 Board of Education Policy require schools to respond to all reports of alleged bullying. District 186 takes all reports of bullying seriously.

Bullying and forms of harassment diminish a student's ability to learn and the 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 goals of each school and of District 186.

Definition of Bullying

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

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

(See the Illinois School Code 105 ILCS 5/27-23.7 and *Springfield Public Schools Student and Family Handbook*)

When a perceived bullying event occurs, please notify the building principal or his/her designee of the incident. A point person will be assigned to:

- Take steps to complete the investigation within 2 school days after the date the report of the incident is received;
- Take into consideration additional information about the bullying received during the course of the investigation;
- Develop a plan of action that is to be shared with the student(s) and family members of all involved;
- Modify the plan as needed; and
- Follow up with the student(s) and family members at an agreed upon timeframe.

Please complete the Bullying Incident Reporting Form on the next page to report incidents involving students:

- During any school-sponsored education program or activity
- While on school property, school buses or other school vehicles
- At designated school bus stops
- Traveling to/from school
- At school-sponsored or school-sanctioned events or activities
- Through the transmission of information from any computer, network, or other similar electronic equipment.

I have read the above information and have a clear understanding of what bullying is.

Name of Person Completing Report _____

Name of School _____

Date ____/____/____

Date Received by Principal ____/____/____

Date of Incident: _____ Time: _____

Name of Target(s):	Name of Aggressive Student(s):	Name(s) of Witness(es)/ Bystander(s):
_____	_____	_____
_____	_____	_____
_____	_____	_____

Reported to School by (Check all that apply):

- Teacher Student Bystander Target Parent Bus Driver Anonymous
 Other Name _____

Location of Incident (Check all that apply):

- Hallway Stairs Restroom Classroom Gym Lunch Room Playground
 Locker Room Bus Stop On Bus Parking Lot Off Campus

When did the Incident happen? (Check all that apply):

- To/From School After School Program School Sponsored Event During School
 Outside School Hours Other _____
 Specific Location _____

Describe the Incident(s), including what the alleged aggressor(s) said or did and the harm. Please include/attach any evidence you might have

Type of Incident: (Check only if applicable)

Electronic (Check all that apply):

- Text Messages Website Email Facebook Snapchat Instagram
 Phone Twitter Other _____

Physical (Check all that apply):

- Shoved/Pushed Hit, Kicked, Punched Inappropriate Touching

Social (Check all that apply):

- Excluded Staring/Leering Writing/Graffiti

Unlawful (Check all that apply):

- Theft/Damaged Possessions Extortion

Verbal (Check all that apply):

- Threats Taunting/Ridiculing Lies or False Rumors Mean Comments

The Aggressive Act was Related to: (check all that are applicable)

- Racial Sexual Religious Gender Identity Disability

Did anyone get injured? Yes No

Type of Injury, if known _____

Did you Report this Incident to Law Enforcement? Yes No

HAZING

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times.

Definition of Hazing

For purposes of this policy, hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the District.

“Endangering the physical health” shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

“Endangering the mental health” shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation; forced prolonged exclusion from social contact, such as shunning; forced conduct which could result in extreme embarrassment; or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity even if a student willingly participates.

The District does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or District employee shall plan, direct, encourage, assist or engage in any hazing activity. No administrator, coach, sponsor, volunteer or District employee shall permit, condone or tolerate any form of hazing.

Procedures for Dealing with Hazing Behavior

- The Building Principal or designee will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy
- The District encourages students who have been subjected to hazing to promptly report such incidents to the Building Principal or designee.
- Students, administrators, coaches, sponsors, volunteers and District employees shall be alert to incidents of hazing and shall report such conduct to the Building Principal or designee.
- The District shall annually inform students, parents, caregivers, guardians coaches, sponsors, volunteers and staff of this policy and that hazing is prohibited by means of:
 - Publication in handbooks
 - Presentation at assemblies

- Verbal instructions by coaches or sponsors

If You Are the Victim of Hazing

When a student believes that he/she has been subject to hazing, the student shall promptly report the incident, in writing, to the building Principal or designee.

- The Principal or designee shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing
- The Principal or designee shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, the Executive Director of School Support, and others directly involved, as appropriate
- If the investigation results in a substantiated finding of hazing, the Principal shall recommend appropriate disciplinary actions, as circumstances warrant, in accordance with this Handbook. Additionally, the student may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity

SEXUAL HARASSMENT

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

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

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes, 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.

Procedures for Dealing with Sexual Harassment

- The Building Principal or designee will investigate all complaints of sexual harassment and will administer appropriate discipline to any individual who violates this policy
- The District encourages students who have been subjected to sexual harassment to promptly report such incidents to the Building Principal or designee.

- Students, administrators, coaches, sponsors, volunteers and District employees shall be alert to incidents of sexual harassment and shall report such conduct to the Building Principal or designee.
- The District shall annually inform students, parents, caregivers, guardians, coaches, sponsors, volunteers and staff of this policy and that sexual harassment is prohibited by means of:
 - Publication in handbooks
 - Presentation at assemblies

The District prohibits retaliation (including intimidation, threats, coercion, or discrimination) against any individual for reporting conduct believed to be sexual harassment, and any alleged act of retaliation will be investigated and addressed appropriately by the District.

TEEN DATING VIOLENCE

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

Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal or designee including: 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.

A complaint of sexual harassment, teen dating violence or discrimination will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

GENDER NON-DISCRIMINATION

It is the policy of Springfield Public School District 186 that its employment, educational and extracurricular programs, activities, services and benefits will be provided to students and staff without discrimination on the basis of gender and that no student or staff member shall, on the basis of gender, be limited in the exercise of any right, privilege, advantage or opportunity.

Students who believe they have experienced gender discrimination are encouraged to immediately notify an appropriate school employee. In addition, students who believe they have experienced retaliation (including intimidation, threats, coercion, or discrimination) for reporting gender discrimination are encouraged to immediately notify an appropriate school employee. The procedure for reporting gender discrimination or retaliation is outlined below.

NON-DISCRIMINATION

The District shall not discriminate against any employee or prospective employee, student, parent, caregiver, guardian or any other citizen on the basis of race, color, religion, national origin, gender, gender identity, age, marital status, sexual orientation, social status, or economic status(Board Policy 500.08 and 600.01).

Students who believe they have experienced any type of discrimination are encouraged to immediately notify the building principal or designee including: assistant building principal, dean of students, or a complaint manager. In addition, students who believe they have experienced retaliation (including intimidation, threats, coercion, or discrimination) for reporting any type of discrimination are encouraged to immediately notify the building principal or designee including: assistant building principal, dean of students, or a complaint manager. The procedure for reporting any act of discrimination or retaliation is outlined below.

Nondiscrimination Coordinator

Gina McLaughlin Schurman
Assistant Superintendent of Human Resources
1900 West Monroe Street
Springfield, IL 62704
217-525-3006

Title IX Coordinator

Jason Wind
Executive Director of School Support
1900 West Monroe Street
Springfield, IL 62704
217-525-7911

Title IX Coordinator

Nicole Moody
Assistant Superintendent of Teaching & Learning
1900 West Monroe Street
Springfield, IL 62704
217-525-7911

Section 504/ADA Coordinator

Arwah Franklin
Coordinator of Student and Employee Support
1900 West Monroe Street
Springfield, IL 62704
217-525-3047

For additional information and resources, visit the Office of Civil Rights website at <https://www2.ed.gov/about/offices/list/ocr/index.html> or call 1-800-421-3481.

REPORTING SEXUAL HARASSMENT, TEEN DATING VIOLENCE OR DISCRIMINATION

Students, parents, caregivers, or guardians who believe students have experienced an act of sexual harassment, teen dating violence or discrimination on the basis of any of the classifications set forth above or retaliation for reporting sexual harassment, teen dating violence or such discrimination are encouraged to notify the Principal of the school in which the alleged act or acts occurred. Students, parents, caregivers, or guardians may notify the Principal directly, or they may contact an Assistant Principal or Guidance Dean. In the event that the Principal is alleged to have committed the act of discrimination or sexual harassment, students, parents, caregivers, or guardians are encouraged to notify the Administrative Offices at (217) 525-3006 **and ask for the Director of Human Resources.**

Upon receiving any complaint of sexual harassment, teen dating violence or discrimination on the basis of any of the classifications set forth above or retaliation for reporting sexual harassment, teen dating violence or such discrimination, the school administration shall complete the Human Rights Record Keeping Form and conduct an investigation. Once the investigation is complete, the Human Rights Record Keeping Form shall be forwarded to the Human Rights Compliance Officer for final findings and disposition. Students, parents, caregivers, and/or guardians also may choose to initiate a complaint of sexual harassment, teen dating violence or discrimination on the basis of any of the classifications above or retaliation for reporting sexual harassment, teen dating violence or such discrimination directly to the Compliance Officer at the Administrative Offices (217)525-7911.

An initial response to the complaint shall be provided to the complainant no later than five (5) school days following receipt of the complaint. Students, parents, caregivers, and/or guardians may appeal decisions rendered by the Principal or representative of the Administrative Offices to the Superintendent of Schools in the event that satisfactory resolution of the matter is not achieved. The Superintendent may be contacted at (217)525- 3002. The Superintendent shall respond to the complainant no later than five (5) school days following receipt of an appeal.

If the matter is not resolved successfully by the Superintendent, parents, caregivers, guardians and/or students may appeal the matter to the Board of Education. Such appeals can be made by contacting Board of Education Secretary at (217)525-3002. The appeal will be heard by the Board of Education in Executive Session at its first regularly scheduled meeting following receipt of the appeal. The Superintendent shall notify the complainant in writing of the Board's decision no later than five (5) school days following the appeal hearing before the Board.

STUDENT ABUSE/NEGLECT REPORTING

As required by law school district employees shall report suspected cases of abuse/neglect to the Department of Children and Family Services (DCFS) by calling: Hotline Number (800) 252-2873 or 782-4000. The law requires school personnel to confirm such reports in writing (CANTS 5) within 24 hours.

Department Of Children And Family Services (DCFS) Involvement

Abuse/neglect reports received by DCFS may result in the need for caseworkers to interview all children of the family. In such an event, the caseworker will call at the Principal's office, state the purpose of the visit and produce proper identification. Principals shall remove the child from the classroom and provide an appropriate space for the caseworker to conduct a private interview. DCFS has the authority to interview without parental or school permission.

In the event DCFS personnel wish to interview children on any matter other than parental/guardian abuse/neglect, permission may be granted through the Office of School Support. DCFS shall secure parent, caregiver, or guardian permission prior to the interviews. In addition, such interviews shall be held in the presence of a certified staff member.

TITLE I

Springfield Public Schools receives federal Title I funds. These funds come from the Elementary and Secondary Education Act of 1965 and Every Student Succeeds Act of 2015. These are federal funds that are intended to support our most impoverished students and schools. The purpose of this title is to provide all children significant opportunities to receive a fair, equitable and high-quality education, and to close educational achievement gaps. District 186 has 22 Title I schools, 17 elementary, 3 middle and 2 high, and all schools operate a schoolwide program.

Elementary Title I Schools

Addams	Blackhawk	Butler	Dubois
Enos	Fairview	Feitshans	Graham
Harvard Park	Hazel Dell	Laketown	Lee
Matheny-Withrow	McClermand	Ridgely	Southern View
Wilcox			

Middle and High Title I Schools

Grant MS	Jefferson MS	Washington MS	
Lanphier HS	Southeast HS		

As a District, Title I funds are used to support school wide programming in order to best meet and serve all students at most at risk of academic need, to support professional learning for all staff and to support family and community engagement initiatives. The schools, along with the District, use Title I funds to support students in most risk of academic need, to support professional learning for all staff and to support family and community engagement initiatives. Our schools receive the funds in addition to state and local funds and all funds are used to supplement school and district level work currently supporting our culture of learning. Springfield Public Schools follows the State ESSA plan that was approved by the ISBE and State Governor Rauner in April of 2017. The Illinois ESSA State plan was approved by the Department of Education on August 30, 2017. Parents, caregivers, or guardians seeking more information may contact their school or the Title I office, (217) 525-3037 or lmcvey@sps186.org.

SPECIAL EDUCATION

ACCESS TO SPECIAL EDUCATION

Springfield School District 186 is responsible for actively identifying, locating and evaluating all children with disabilities who reside within district boundaries. If it is determined that a child requires an assessment for possible special education services, a referral for a case study evaluation will be initiated.

An evaluation, conducted only with the cooperation and written permission of parents, caregivers, or guardians, is an evaluation of all areas which may contribute to a student's intellectual, social and emotional functioning. The evaluation could include:

- A consultation with parents, caregivers, or guardians
- An interview with the student
- A social developmental study
- An assessment of adaptive behavior and cultural background
- A review of medical history
- A vision and hearing screening
- Any specialized evaluations such as a psychological examination or speech/language evaluation
- Data collected via the problem-solving team process
- If you believe your child is experiencing significant school problems which should be investigated, put your concerns in writing and share them with your child's principal. Questions can also be referred to the Department of Student Support Services (217)525-3060.

ACCESS TO MEDICAID FUNDS

The federal special education law, the Individuals with Disabilities Education Improvement Act 2004 (IDEA), specifies each State's obligation to develop

agreements with non-educational public agencies to ensure that all services necessary to provide a free appropriate public education (FAPE) are provided to children with disabilities at no cost to the parent, caregiver, or guardian. Such public agencies include the State Medicaid agency. School districts are permitted to seek payment from public insurance or assistance programs (like Medicaid) for certain services provided at school.

Under the Family Education Rights and Privacy Act (FERPA), your consent is required for the school district to release information about your child to various State of Illinois agencies in order for the school district to obtain reimbursement from your child's public benefits of covered services provided to your child at school. You are entitled to have a copy of any information the school district releases to the state Medicaid program.

If you have previously given consent for Springfield Public School District 186 to access your or your child's public benefits and to release information needed to access Illinois Medicaid funding for services provided through your child's individualized education program (IEP), the school district may release:

1. Your child's name and Social Security Number
2. Your child's date of birth
3. Your child's IEP documentation including evaluations
4. The dates and times services are provided to your child at school
5. Reports of your child's progress including therapist notes, progress notes and report cards

Your child will continue to receive services listed on his or her IEP at no cost to you. Reimbursements received by the school district do not limit coverage, change eligibility, affect benefits, or count against visit of funding limits in Medicaid programs in which your child is enrolled.

You may revoke your consent at any time. Revoking your parental/guardian consent does not change the school district's responsibility to provide all required IEP services at no cost.

BEHAVIORAL INTERVENTIONS FOR STUDENTS RECEIVING SPECIAL EDUCATION AND RELATED SERVICES

The purpose of this policy is to establish the process for Springfield Public School District 186 to comply with applicable law on the use of behavioral interventions for students with disabilities.

Behavioral interventions should be used by all staff members to promote and strengthen desirable adaptive student behaviors and reduce identified inappropriate behaviors. A fundamental principle is that positive interventions designed to develop and strengthen desirable student behaviors be used whenever possible.

While nonrestrictive approaches alone will not always succeed in managing extremely inappropriate behavior, the use of more restrictive behavior interventions should be documented and approached with utmost caution.

The Director of Student Support Services, with the advice and consent of the Superintendent, is authorized to develop policies and procedures on the use of behavioral interventions for students with disabilities receiving special education and related services. The procedures will promote the use of positive behavioral interventions and include, but not be limited to, the following components:

1. Designation of behavioral interventions by level of restrictiveness
2. Identification of behavioral intervention consultants
3. Procedures for the development of behavioral management plans for students with disabilities having significant behavioral and/or emotional needs or such students requiring restrictive interventions
4. Procedures for the documentation of emergency use of restrictive interventions
5. Provisions for parent/caregiver/guardian/surrogate input
6. Provisions for staff training and professional development

The district shall maintain a committee which shall be responsible for the development of administrative guidelines for the discipline of students with disabilities. The committee will also be responsible for the periodic review of such guidelines.

A complete copy of this policy is available upon request from the Director of Student Support Services at (217) 525-3363.

EXPLANATION OF PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OR CAREGIVERS OF CHILDREN WITH DISABILITIES

This statement of parent, caregiver, or guardian rights was developed by the United States Department of Education, Office of Special Education Programs and modified by the Illinois State Board of Education to comply with Illinois rules. As the parent, caregiver, guardian of a child who is receiving or may be eligible to receive special education services, you have certain rights which are safeguarded by state and federal statutes. The rights to which you are entitled are listed below. A full explanation of these rights is available from your school district. Please review this document carefully and contact your school district if you have any questions or wish additional clarification regarding your child's services or procedural safeguards. Additional information regarding your rights is available on the ISBE website: www.isbe.net/spec-ed/ in a document titled, "A Parent's Guide: The Educational Rights of Students with Disabilities."

Prior Notice to Parents

The district/public agency is required to provide parents, caregivers, or guardians of children with disabilities with prior written notice:

1. One year prior to a parent's, caregiver's, guardian's child reaching 18 years of age the District will notify the parents, caregivers, guardians that all educational rights transfer from parent(s), caregiver(s), guardian(s) to the student unless determined otherwise.
2. When the district proposes to initiate or change the identification, evaluation or educational placement of a child or the provision of a free, appropriate public education to a child.
3. When the district refuses to initiate or change the identification, evaluation, or educational placement of a child or the provision of a free, appropriate public education to a child.

The written notice must be provided at least 10 days prior to the proposed action and must include:

1. A statement that parents, caregivers, guardians have due process rights and, if the notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained; and sources for parents, caregivers, guardians to contact to obtain assistance in understanding due process rights.
2. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any options the district considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, test, record, or report the district uses as a basis for the proposal or refusal; and
4. A description of any other factors which are relevant to the district's proposal or refusal.

The notice must be written in language understandable to the general public and provided in the native language or other mode of communication used by the parent caregiver, or guardian, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent, caregiver or guardian is not a written language, the State or local educational agency shall take steps to insure that the notice is translated orally or by other means to the parent, caregiver or guardian in his or her native language or other mode of communication, that the parent, caregiver or guardian understands the content of the notice, and that there is written evidence that these requirements have been met.

Parent, Caregiver, Guardian Consent

The school district must obtain parent, caregiver or guardian consent using state-mandated forms before conducting the initial case study evaluation and any reevaluations and initially placing a child with disabilities in a program providing special education and related services.

The school district may initiate mediation or a due process hearing to compel consent for the initial evaluation. If the hearing officer upholds the district, the district may evaluate the child without parent, caregiver or guardian consent, subject to the parent's, caregiver's or guardian's right to appeal the decision and to have the child remain in his or her present educational placement during the pendency of any administrative or judicial proceeding.

If parents, caregivers, or guardians refuse to provide consent for the initial provision of special education and/ or related services, the district will not provide these services and may not pursue mediation or due process. The district will not be considered to be in violation of its requirement to make a free appropriate public education (FAPE) available to the child if parents, caregivers, or guardians refuse to consent to the initial provision of special education and/or related services.

If parental consent for reevaluation is not provided within 10 days, the district may, but is not required to, pursue override procedures through mediation or a due process hearing. However, the school district may pursue the reevaluation if it made reasonable efforts to obtain parent, caregiver, or guardian consent and the parent, caregiver, or guardian failed to respond. If the school district chooses not to pursue such procedures, the school district is not in violation of providing a free and appropriate education to the child.

Independent Educational Evaluation

An independent educational evaluation means an evaluation conducted by a qualified person who is chosen by parents, caregivers, or guardians and is not employed by the school district.

Parents, caregivers, and guardians have the right to obtain an independent educational evaluation at public expense if they disagree with an evaluation obtained by the local district. When parents, caregivers, or guardians request the school district pay for an independent education evaluation, the school must either pay for it or request a due process hearing without unnecessary delay to show that its evaluation is appropriate. The school district may ask parents, caregivers, or guardians why they object to its evaluation, but cannot unreasonably delay or deny the evaluation by requiring parents, caregivers, or guardians to explain their disagreement.

If the district agrees to pay for the independent educational evaluation, it must provide to the parents, caregivers, or guardians upon request, information about where an independent educational evaluation may be obtained. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the district uses when it initiates an evaluation.

If the district initiates a due process hearing and the hearing officer orders an evaluation, the cost of the evaluation must be at public expense. If the final decision of the hearing officer is that the district's evaluation is appropriate, parents, caregivers, or guardians still have the right to an independent educational evaluation but at their own expense.

If the parents, caregivers, or guardians obtain an independent educational evaluation at private expense, the results of the evaluation must be considered by the district in any decision made with respect to the provision of a free, appropriate public education for the child. parents, caregivers, or guardians may also present the independent educational evaluation as evidence in a due process hearing.

Complaint Resolution and Mediation

- Complaints alleging violations of parent, caregiver, or guardian and special education student rights can be referred to the Office of Student Support Services, Springfield District 186, (217)525-3060.
- Complaints alleging violations of parent, caregiver, or guardian and special education student rights can be referred to the Department of Special Education, Illinois State Board of Education, for review, investigation and action within 60 days.
- Illinois' mediation service is designed as a voluntary alternative to the due process hearing as a means of resolving disagreements regarding the appropriateness of special education and related services. This service is administered and supervised by the Illinois State Board of Education and is provided upon request at no cost to the parties. Parents, caregivers, or guardians and/or local school districts who wish to request mediation services or to know more about the State Board of Education complaint resolution system may contact the Department of Special Education at (217)782-5589 or toll free for parents, caregivers, or guardians (866)262-6663; (217)524-4835 for Early Childhood issues).
- Requests regarding rule interpretation or parent, caregiver, guardian, student rights clarifications may be referred to the Office of Student Support Services, Springfield District 186, (217) 525-3060.

Impartial Due Process Hearing

A parent, caregiver, or guardian or a public educational agency (school district) may initiate a due process hearing regarding the district's proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free, appropriate public education to the child.

A parental request for a hearing shall be made, in writing, to the superintendent of the local school district in which the child resides. Within five school days of receipt of the request for a hearing, the local school district will, by certified mail, contact the Illinois State Board of Education requesting the appointment of a hearing officer. Within 5 calendar days of filing the hearing request with the district, parents, caregivers, or guardians are permitted the right to file an amended hearing request that may cover issues that were not raised in the initial hearing request. After 5 calendar days, parents, caregivers, or guardians will only be allowed to file an amended hearing request with the agreement of the district, or with the authorization of the hearing officer. If parents, caregivers, or guardians file an amended hearing request that raises issues other than issues in the initial hearing request, they will be required to restart all hearing timeliness and potentially complete new resolution sessions and pre-hearing conferences.

A hearing may not be conducted by a person who is an employee of a local district or state-operated program which is involved in the education or care of the child, or by any person having a personal or professional interest which would conflict with his or her objectivity in the hearing. (A person who otherwise qualifies to conduct a hearing is not an employee of the district or public agency solely because he or she is paid by the district or agency to serve as a hearing officer.)

The district shall inform the parent, caregiver, or guardian of any free or low-cost legal assistance and other relevant services available in the area if the parent, caregiver, or guardian requests the information or the parent, caregiver, or guardian or the agency initiates a due process hearing.

Resolution Meetings

Prior to the impartial due process hearing the district will convene a meeting with parents, caregivers, or guardians and relevant members of the IEP Team who have specific knowledge of the facts identified in the request for a due process hearing. The purpose of the resolution meeting is to discuss the request for the hearing and the facts that form the basis of the request so that the school district has the opportunity to resolve the dispute.

The resolution meeting shall:

1. Be conducted within 15 days of receiving the District's notice of the request for a due process hearing;
2. Include a representative of the district who has decision-making authority;
3. Not include the District's Attorney unless parents, caregivers, or guardians are also accompanied by an attorney;
4. Allow parents, caregivers, or guardians to discuss their request for a due process hearing. Parents, caregivers, or guardians and the district may mutually agree in writing to waive the resolution meeting or agree in writing to use the mediation process. Mediation may also be used at a later date if the resolution session proves unsuccessful.

If a resolution is reached, the parties must execute a legally binding agreement that is signed by both parents, caregivers, or guardians and a representative of the district who has the authority to bind the district. The signed agreement is normally enforceable in any State court of competent jurisdiction or in a district court of the United States.

However, either party may void such agreement within three (3) business days of signing the agreement by providing notice of the intent to void the agreement in writing to the other party.

Pre-hearing Conference

If parents, caregivers, or guardians and the district are unable to reach an agreement through the resolution process, the due process hearing requirements shall proceed. Unless a permissible extension of time is granted by the hearing officer, a hearing decision must be rendered within 45 days after the close of the resolution session process described above. Prior to conducting the hearing, the hearing officer must conduct a pre-hearing conference with the parties.

Due Process Hearing Rights

Any party to a hearing has the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;

2. Present evidence and confront, cross-examine, and compel the attendance of witnesses;
3. Prohibit the introduction of any evidence that has not been disclosed to that party at least five days before the hearing;
4. Obtain a written or electronic verbatim record of the hearing
5. Obtain written findings of fact and decisions.

Parents, caregivers, or guardians have the right to have the child who is the subject of the hearing present at the hearing and to open the hearing to the public.

Appealing the Decision

Following a due process hearing, a party dissatisfied with the hearing officer's final order has the right to initiate a civil action. Civil action can be brought in any State court of competent jurisdiction, or United States District Court within 120 days after a copy of the decision is mailed to the parties. Procedures for filing such actions are available from the office of the clerk for the court in which the filing is to be made.

Child's Status During Proceedings

During the pendency of any administrative or judicial proceeding, unless the district and the parents, caregivers, or guardians of the child agree otherwise, the child involved in the complaint must remain in his or her present educational placement, with the eligibility status and special education and related services that were provided at the time of the filing of the hearing request. However, if the district changed the student's placement in response to a disciplinary incident, the district's new placement may be maintained pending the hearing decision.

If the hearing involves an application for initial admission to public school, the child, with the consent of the parents, caregivers, or guardians, must be placed in the public school program until the completion of all proceedings.

Award of Attorneys' Fees

In any action or proceeding brought under the Individuals with Disabilities Education Act, a court of competent jurisdiction may award reasonable attorneys' fees. A court may award such fees:

1. To the parent, caregiver or guardian of a student with disabilities who is the prevailing party;
2. To the prevailing party or school district against the attorney of a parent, caregiver, or guardian who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation;
3. To a prevailing district against the attorney or parent, caregiver, or guardian if the parent's, caregiver's or guardian's complaint or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

Educational Surrogate Parents, Caregivers, or Guardians

Each district shall make reasonable attempts to contact the parents, caregivers, or guardians of the child who has been referred for or is in need of special education and related services. If the parents, caregivers, or guardians cannot be identified, the parents, caregivers, or guardians cannot be located, or the child is a ward of the State, an educational surrogate parent, caregiver, or guardian must be appointed by the Illinois State Board of Education.

The educational surrogate parent, caregiver, or guardian may represent the child in all matters relating to the identification, evaluation, and educational placement of the child, and the provision of a free, appropriate public education to the child.

Access to Educational Records

ILLINOIS LAW: PA 101-0515

Related Service Logs

The District maintains related service log records that document the type of related services administered under a student's individualized education program (IEP). The related service logs record the minutes of related services that have been administered. This notice is to inform parents, caregivers, and guardians of their ability to request copies of any IEP related service log records maintained for their child. Please direct requests to the building principal.

Draft IEP Documents

Section I 4-8.02f(c) of the Illinois School Code requires that no later than three (3) school days prior to an IEP meeting, or as soon as possible if an IEP meeting is scheduled within three school days with the written consent of the child's parents, caregivers, or guardians, the school district must provide copies of all written material that will be considered by the IEP team at the meeting. All draft IEP's will be delivered electronically. This notice is to inform parents, caregivers, or guardians of their right to request an alternate delivery method. Alternate methods include, hard copies via US postal mail, or parent, caregiver, or guardian pick up at the building in which the student attends. Please contact the Student Support Service office to request an alternate delivery method.

STUDENT RECORDS

Each district shall permit parents, caregivers, or guardians to inspect and review any educational records relating to their child which are collected, maintained, or used by the district. The district shall comply with a request to review the education record without unnecessary delay and before any meeting regarding a multidisciplinary conference, individualized education program or hearing relating to the identification, evaluation, or placement of the child and, in no case, more than 15 school days after the request has been made.

The right to inspect and review educational records includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of the records;
2. The right to have a representative of the parent, caregiver, or guardian inspect and review the records; and
3. The right to request that the school district provide copies of education records if failure to provide those copies would effectively prevent the parent, caregiver, or guardian from exercising his/her right to inspect and review the records at a location where they are normally maintained.

A school district may presume that the parent, caregiver, or guardian has authority to inspect and review records relating to his or her child unless the district/agency has been advised that the parent, caregiver, or guardian does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

If any education record includes information on more than one child, the parents, caregivers, or guardians will be allowed to review only the information relating to their child or to be informed of that specific information.

Each district/agency shall provide parents, caregivers, or guardians on request, a list of the types and locations of education records collected, maintained or used by the district/agency.

Fees for Searching, Retrieving, and Copying Records

A school district may not charge a fee to search for or to retrieve information.

However, a school district may charge a fee of not more than \$.35 per page if the fee does not effectively prevent the parent, caregivers, or guardians from exercising their right to inspect and review those records.

Record of Access

Each school district shall keep a record of parties obtaining access to education records collected, maintained, or used (except access by parents, caregivers, or guardians and authorized employees of the district), including the name of the party,

the date access was given, and the purpose for which the party is authorized to use the records.

Challenge to Records

Parents, caregivers, or guardians shall have the right to challenge the accuracy, relevancy or propriety of any entry in the school student records, exclusive of i) academic grades of their child and ii) references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring.

The district shall decide whether to amend the information in accordance with the request within 15 school days from the date of receipt of the request. If the district decides to refuse to amend the information in accordance with the request, it shall inform the parent, caregiver or guardian of the refusal and advise the parent, caregiver, or guardian of his or her right to a hearing as set forth below.

The district shall, on request, provide an opportunity for a hearing to challenge information in education records.

If, as a result of the hearing, it is decided that the information is inaccurate, misleading or otherwise in violation of the rights of the child, the district shall amend the information and so inform the parent, caregiver, or guardian in writing.

If, as a result of the hearing, it is decided that the information is not inaccurate, misleading, or otherwise in violation of the rights of the child, the district shall inform the parent, caregiver, or guardian of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the district. Any explanation placed in the records of the child must be maintained by the district as part of the records of the child as long as the record or contested portion is maintained by the district. If the records are disclosed by the district to any party, the explanation must also be disclosed.

Transfer of Parental Rights

At the age of 18, a child becomes an adult student. All parental rights discussed in this document will transfer to the adult student at the time, unless the school district is notified otherwise. Parents, caregivers, or guardians have the right to receive required prior written notice and the school will provide these notices to both parent, caregiver, or guardian and student.

On or before the child's 17th birthday, any IEP must include a statement that the parent, caregiver, or guardian and child were informed that these rights will transfer at the student's 18th birthday. Additionally, parents, caregivers, or guardians will receive a Delegation of Rights to Make Education Decisions form. The adult student may decide to use this form to designate a parent, caregiver, guardian or other individual to represent his /her educational interests upon his or her reaching the age of majority. This form must then be presented to the school district.

The Delegation of Rights form must identify the individual designated to represent the student's educational rights and include both the individual's signature as well as the student's signature (or authorization by other means, such as audio or video format compatible with his/her disability). The adult student may terminate the Delegation of Rights at any time and begin making his/her own educational decisions. The Delegation of Rights will remain in effect for one year after signing it and may be renewed annually.

ILLINOIS SCHOOL STUDENT RECORDS NOTIFICATION STATEMENT

The Principal is the official records custodian of the school where your child is enrolled. The following information pertains to the rights and obligations of parents, caregivers, or guardians, students and the school under the Illinois School Student Records Act (ISSRA) 105 ILCS 10/1 et seq. of the Illinois Compiled Statutes, as amended, and the Rules promulgated there under by the Illinois State Board of Education, which can be found at 23 Illinois Administrative Code 375.

Permanent and Temporary Records

Illinois Law requires the student records to be divided into two categories: permanent records and temporary records. Permanent records must be kept for a minimum of sixty (60) years and temporary records must be kept for a minimum of five (5) years after the student graduates or otherwise leaves the school district.

The permanent record must include:

- Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parents
- Certified birth certificate, or accepted justification for its absence
- Academic transcripts, including grades, class rank, graduation date, grade level achieved and scores on college entrance exams
- Attendance records
- Health records (defined as those medical documents necessary for enrollment)
- Scores on state assessment tests in grades 9-12 only

The permanent record may include:

- Honors and awards
- Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations
- No other information may be placed in the permanent record

The temporary record must include:

- Information regarding a suspension or an expulsion for drugs, weapons or bodily harm to another
- Scores on state assessment tests in grades K-8 only
- A record release form

- Reports of “indicated” physical or sexual abuse from DCFS
- Health-related records (defined as medical records, other than those necessary for enrollment)
- Accident reports
- The completed home language survey form
- Any biometric information that is collected by the school

The temporary record may include:

- Family background information
- Intelligence scores
- Aptitude tests
- Reports of psychological evaluations
- Honors and awards
- Participation in school events
- Teacher notes
- Other disciplinary information
- Special education files
- 504 plans and documents
- Any other verified information that is clearly relevant to the student’s education may be placed in the temporary record.

All temporary records, including special education records, will be destroyed within five years after graduation or permanent withdrawal. If you wish to receive copies of the records to be destroyed, please notify the principal or if appropriate, the Department of Special Education (217-525-3060) so that notice may be placed in your child’s record concerning the matter. A record of release of temporary record information is included in the student temporary record.

1. Parents or any person specifically designated in writing by a parent as representative have the right to:
 - a. Inspect and copy all permanent and temporary records within a reasonable time and in no case later than 15 school days after the date of receipt of such request by the official records custodian. A student shall have the right to inspect and copy his or her school student permanent record. The school charges thirty-five cents per page for copies. No parent or student shall be denied a copy of school student records due to inability to bear the cost of such copying.
 - b. Have present at the option of either the parent or the school, a qualified professional, who may be a psychologist, counselor, or other advisor, and who may be an employee of the school or employed by the parent to interpret the information contained in the student temporary record. If the school requires that professional to be present, the school shall secure and bear any cost of the presence of the professional. If the parent so requests, the parent shall secure and bear any cost of the presence of the professional. If the parent so requests, the school shall secure and bear any cost of the presence of a professional employed by the school.
 - c. Challenge the accuracy, relevancy or propriety of any entry in the school student records, exclusive of grades. If the challenge is made at the time the student’s records are forwarded to

another school to which the student is transferring, then parents shall not have the right to challenge any references that may be in those records to expulsions or out-of-school suspensions.

- i. The request for a hearing shall be submitted in writing to the school and shall contain notice of the specific entry or entries to be challenged and the basis of the challenge.
- ii. An informal conference will be held within 15 school days of receipt of the request for a hearing.
- iii. If the challenge is not resolved by the informal conference, a formal hearing shall be initiated.
- iv. Formal hearing: a hearing officer, who is not employed in the attendance center in which the student is enrolled, shall be appointed by the school and shall conduct a hearing within a reasonable time but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parents and school officials. The hearing officer shall notify the parents and school officials of the time and place of the hearing. Each party shall have the right to present evidence and to call witnesses, the right to cross-examine witnesses, and the right to counsel. A record of the hearing shall be made by tape recording. The decision of the hearing officer shall be rendered no later than 10 school days after the conclusion of the hearing and shall be transmitted to the parent and the school district. The hearing officer's decision shall be based solely on the evidence presented at the hearing and shall order:
 1. Retention of the challenged contents of the student record, or
 2. Removal of the challenged contents of the student record, or
 3. c. Change, clarification or addition to the challenged contents of the student records.
The parties shall have the right to appeal the decision of the officer to the Regional Superintendent of Schools.
- v. Appeal: Notice of appeal must be presented to the Regional Superintendent of Schools within 20 school days after the decision of the hearing officer. The opposing party shall be notified of the appeal at the same time. Within 10 school days, the school shall forward a transcript of the hearing, a copy of the record entry in question and any other permanent materials to the Regional Superintendent of Schools. Upon receipt of such documents, the Regional Superintendent of Schools shall examine the documents and record, make findings and issue a decision to the parents and the school district within 20 school days of receipt of the documents. If the subject of the appeal involves the accuracy, relevance or propriety of any entry in special education records, the Regional Superintendent of

Schools should seek advice from appropriate special education personnel who were not authors of the entry and whose skills are relevant to the subjects of the entry in question. The school shall be responsible for implementing the decision of the Regional Superintendent of Schools. Such decisions shall be final and may be appealed to the Circuit Court of the county in which the school is located.

2. No school student records or information contained therein may be released, transferred, disclosed or otherwise disseminated, except as follows.
 - a. To a parent or student or person specifically designated in writing by a parent as a representative;
 - b. To an employee or official of the school or school district or the State Board of Education with a current demonstrable educational or administrative interest in the student, in furtherance of such interest.
 - c. To the official records custodian of another school in which the student has enrolled or intends to enroll; the record will be held for a period of five days after receipt of the request to give the parent or student an opportunity to examine the records to be transferred to the requesting time period by making the request to the building principal or as appropriate to the Department of Student Support Services (217)525-3060; records will be sent at the end of the five day period;
 - d. To any person for the purpose of research, statistical reporting or planning, provided person(s) requesting the use of such information has signed an affidavit agreeing to comply with all rules and statutes regarding school records;
 - e. Pursuant to a court order, this statement serves to notify the parent that the record will be made available upon receipt of the order.
 - f. The school shall provide this information to anyone with appropriate identification and a copy of the statute authorizing such access; this statement serves to notify the parent that the record will be made available upon receipt of the request.
 - g. Subject to regulations of the State Board in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons provided that the parents are notified as soon as possible of the information released, the date of release, the person, agency or organization receiving the information, and the purpose of the release;
 - h. To any person with the prior specific, dated and written consent of the parent designating the person to whom the records may be released and the designated records or designated portions of the information to be released. The parent has the right to inspect, copy and challenge the records or designated portions of the information contained within the records;
 - i. To juvenile authorities;
 - j. To certain governmental agencies or authorities as may otherwise be specified by law; and
 - k. To any person specifically required by state or federal law.

3. Parents may insert in their child's school student record a statement of reasonable length setting forth their position on any disputed information contained in that record. The school shall include a copy of such statement in any subsequent dissemination of the information in dispute.
4. Except for the student and his parents, no person to whom information is released and no person specifically designated as a representative by a parent may permit any other person to have access to such information without a prior consent of parent obtained in accordance with ISSRA, Section 6(a)(8).
5. A record of any release of information shall be maintained for the life of the school student records and shall be available only to the parents and the official records custodian. The record of release shall include the nature and substance of the information released, the name of person requesting such information, the capacity in which such a request has been made, the purpose of such request, the date of the release, the name and signature of the official records custodian releasing such information and a copy of any consent to such release.
6. All rights and privileges accorded a parent under the ISSRA shall become exclusively those of the student upon his 18th birthday, graduation from secondary school, marriage or entry into military service whichever occurs first. Such rights and privileges may also be exercised by the student at any time with respect to the student's permanent school record.
7. The following is designated as directory (or personal) information and may be released to the general public unless the parent requests that any or all such information not be released: student's name and address, photographs and videos used for news or informational or news-related purposes gender, grade level, date and place of birth, parent's name and address, telephone listing, academic awards, degrees and honors, information in relation to school-sponsored activities, organizations and athletics, major field of study, weight and height of members of athletic teams, participation in officially recognized activities and sports, and the most recent school attended by the student. If the parent does not want such information about the student released, the parent must notify the building principal in writing no later than fifteen (15) days after the first day of the student's enrollment each school year.
8. No person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under the Illinois School Student Record Act or regulations.
9. Upon graduation or permanent withdrawal of a handicapped student, psychological evaluations, special education files and other information contained in the student temporary record which may be of continued assistance to the student may, after five years, be transferred to the custody of the parent or student if the student has succeeded to the rights of the parents. The school may explain to the student and the parent the future usefulness of psychological evaluations, special education fields and other information contained in the student temporary record. If the records are not transferred to parents or students, they will be destroyed at the end of five years.
10. Copies of the Illinois School Student Records Act, 23 Illinois Administrative Code 375 (Student Records), and district or school

policies relating to school student records which are not included in the Act or the Rules are available for review in the office of the district superintendent.

ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain Physical Exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).
 - a. Political affiliations or beliefs of the student or student’s parent
 - b. Mental or psychological problems of the student or student’s family
 - c. Sex behavior or attitudes
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior
 - e. Critical appraisals of others with whom respondents have close family relationships
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
 - g. Religious practices, affiliations, or beliefs of the student or parents
 - h. Income, other than as required by law to determine program eligibility
2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive Physical Exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any Physical Exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District will/has develop(ed) and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his/her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive Physical Examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5920

ANNUAL NOTIFICATION OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal, and/or to the Director of Special Education Services if applicable, a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend the record should write the school principal, and/or the Director of Special Education Services if applicable, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible

student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school 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 school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent 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 school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-5920**