

DECATUR PUBLIC SCHOOL DISTRICT #61  
BOARD OF EDUCATION  
AGENDA

Regular Meeting  
Keil Administration Building  
101 W. Cerro Gordo Street  
Decatur, IL 62523

May 27, 2025  
4:30 PM Open Session  
Training Session with IASB followed  
by other Open Session Items

---

Legend: AI = Action Item      DI = Discussion Item      IO = Information Only

**Strategic Plan Mission:**

*The mission of Decatur Public Schools, the destination district of our community, is to unlock students' unique and limitless potential to achieve their personal aspirations as fully prepared, contributing citizens in a global society through learning experiences distinguished by:*

- *commitment to the whole person resulting in student growth and confidence*
- *relevant, innovative, personalized academic pathways that promote passion and pride*
- *a learning environment that fosters curiosity and the thirst for achievement and discovery*
- *a culture of diversity, adaptability, and resilience*
- *meaningful and lasting relationships*
- *extraordinary school and community connections*

**The Board of Education Parameters that Guide Our Work:**

- We will make decisions in the best interest of all students.
- We will treat all people with dignity and respect.
- We will seek input and collaboration throughout our diverse community.
- We will practice responsible stewardship of all our resources.

**AI 1.0 CALL TO ORDER - ROLL CALL**

**IO 2.0 PLEDGE OF ALLEGIANCE**

**AI 3.0 APPROVAL OF AGENDA MAY 27, 2025**

**IO 4.0 TRAINING SESSION with the ILLINOIS STATE BOARD of EDUCATION**

- Module 3 Session – School Improvement

**IO 5.0 DISTRICT HIGHLIGHT**

- Illinois Principal Association Student Recognitions

**IO 6.0 PUBLIC PARTICIPATION**

- Identify oneself and be brief.
- Comments should be limited to 3 minutes.
- Any public comments submitted to the Board Secretary will be included in the record.

**DI 7.0 BOARD DISCUSSION**

**IO 8.0 REPORTS FROM ADMINISTRATION**

- A. Decatur Public Schools Foundation and Ag Academy Update
- B. Community Solar Presentation
- C. First Read: Athletic Guides
- D. First Read: Code of Conduct and Parent Handbook for 2025-2026 School Year

**AI 9.0 CONSENT ITEMS**

- A. Minutes: Open/Closed Meetings May 13, 2025
- B. Financial Conditions Report
- C. Treasurer's Report
- D. School Board Policies and Exhibits from PRESS Issue 117

**AI 10.0 ROLL CALL ACTION ITEMS**

- A. Personnel Action Items
- B. Edmentum/APEX
- C. Promethean ActivePanels
- D. Kitchen Equipment at Franklin Grove Elementary School
- E. Kitchen Equipment at South Shores Elementary School
- F. Purchase of Breakfast Carts/Flex Stations for Food Service
- G. Award of Pour in Place Bids at Parsons and Baum Elementary Schools
- H. Purchase and Installation of a New Intercom/Bell/Clock Paging System for Hope Academy

**IO 11.0 ANNOUNCEMENTS**

The Board of Education and Administration sends condolences to the families of:

Richard C. Dustrude, who passed away Friday, May 09, 2025. Mr. Dustrude was a Teacher at William Harris Elementary School until his retirement in 2012.

Carolyn Sue Flournoy, who passed away Saturday, May 10, 2025. Mrs. Flournoy was the mother of Jason Flournoy, Assistant Principal at MacArthur High School.

**IO 12.0 IMPORTANT DATES**

**June** 19 Juneteenth Holiday - **District Offices are Closed**

**Please Note:** The Keil Administration Building summer hours will be 8:00 AM to 4:30 PM Monday through Thursday, June 02, 2025 through August 01, 2025. **The Keil Building will be CLOSED to the public EVERY FRIDAY from June 06, 2025 through August 01, 2025.** The Keil Building will re-open on Fridays to the public the week of August 04, 2025.

**NEXT MEETING**

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, June 10, 2025 at the Keil Administration Building.

**AI 13.0 ADJOURNMENT**

# Monitoring District Goals Using Data

# Patrick Allen

## Outreach and Training Director, IASB



## Upon completion of this workshop, participants will...

- Understand why monitoring is an important activity for the board.
- Learn how data can be organized and presented to the board and the public.
- Identify data the board will use to monitor their student learning goal(s).

# Objectives

# IASB Foundational Principles of Effective Governance

## **Sitting in trust for its community**

1. The board clarifies the district purpose.
2. The board connects with the community.
3. The board employs a superintendent.
4. The board delegates authority.
5. The board monitors district performance.
6. The board takes responsibility for itself.

# Foundational Principle 5

The board constantly  
monitors progress toward  
district ends using data.



# What is Monitoring?

An ongoing process focused on ensuring performance and promoting

- accountability,
- learning, and
- continuous improvement.

“If you haven’t said how it ought to be, don’t ask how it is.”

— John and Miriam Carver

# Policy Connection

## **6.15 School Accountability**

The board continuously monitors student achievement and the quality of the district's work. Certain topics are required by law to be monitored. But effective boards establish additional items to be monitored.



# Video: How Are We Doing (Take 1)

Obse  
moni

pts to

f growth

**Activ**

Do you think that they know how their students are doing?  
Do you think that they agree on what they want as a board?

# Video: How Are We Doing (Take 2)

Watch  
to m

ent approach

**Activ**  
What





The board **constantly** monitors progress using data as a basis for assessment.

# Data Basics

*The constructive use of data is a skill that must be learned. The board should have some understanding of data but will typically require guidance from the staff.*



# Why Data?

Data provides **proof** that will reduce and possibly eliminate decisions and assessments based on **incomplete** or **biased** information and personal **perception** .



# Assemble Evidence To Track Progress

Quantitative Data

**Measured,  
hard data**

Qualitative Data

**Qualities or  
characteristics, soft data**



# Where Do We Begin?

We can organize data for our own understanding and to communicate with the public.

# 5 Key Concepts

1

Remember, a picture is worth a thousand words or ten thousand numbers.

2

Use color consistently to get more information.

3

Ask the Guiding Questions.

4

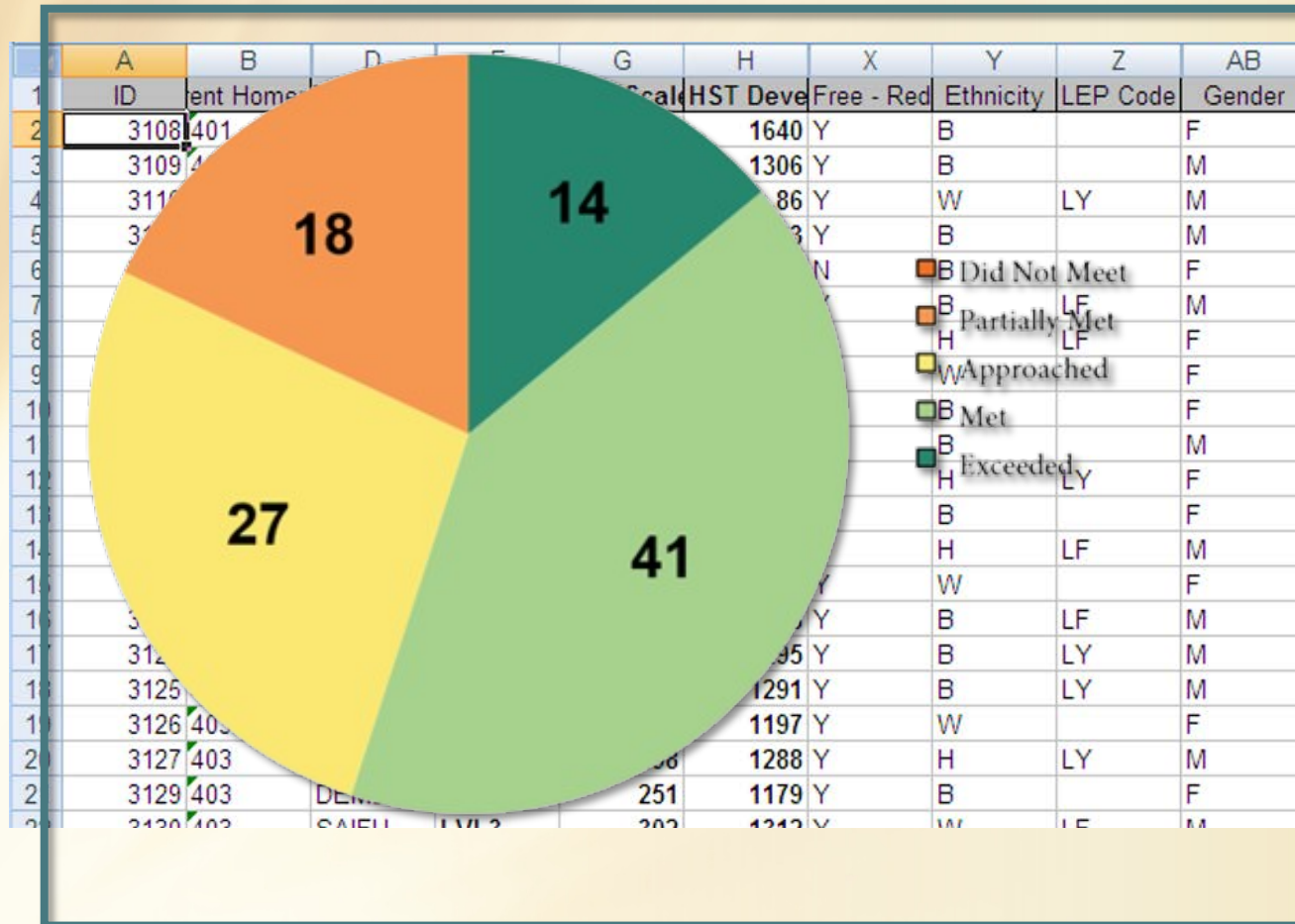
Focus on the distribution of results.

5

Disaggregate the results.

# Pictures & Color

A picture is worth a  
thousand words.



Would you rather  
Or this?  
have this?



# How Are We Doing?

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

- Which content area was weak?

Which schools were strong?

- Which content area was strong?

Which schools were weak?

# Activity

- How did we do overall?
- Which schools were strong?
- Which schools were weak?
- Which content area was strong?
- Which content area was weak?



# First Question: What Is The Target?

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

# Let's Make Color Work For Us.



**Made the target**



**Missed the target**

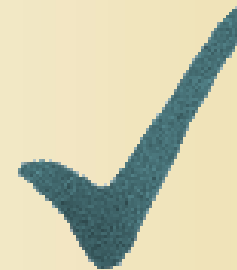
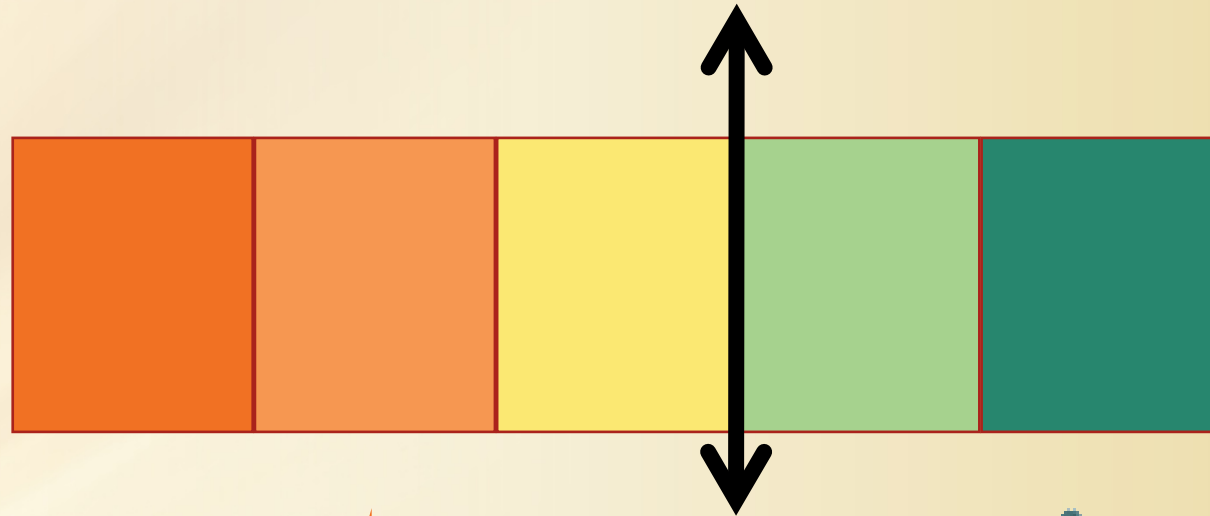
	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

- Which school made a target of 70?
- How did we do overall?



How does  
it work?

## Color Coding



How did  
we do?

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

Targets: Reading – 70    Math – 60  
Science – 40    Social Studies - 50

# Ask Guiding Questions



**How do we know what questions to ask?**



# How Are We Doing?

Most questions about achievement come down to some form of the basic question:

How Are We Doing?  
*Compared to what?*



# Guiding Questions

How are we doing compared to

**STANDARD?** local, state, national

**SELF?** trends over time

**OTHERS?** local, state, national



# Guiding Questions

How are we doing compared to

**STANDARD?**

PROFICIENCY

**SELF?**

PROGRESS

**OTHERS?**

PRODUCTIVITY

# Color Coding Standard

DID NOT MEET	PARTIALLY MET	APPROACHED	MET	EXCEEDED

# Color Coding Self

DECLINE	STATUS QUO	IMPROVE

# Color Coding Others

BELOW	SAME	ABOVE

# How Are We Doing In Reading And Mathematics?

What should we  
stick with?

What might need  
changing?

# Guiding Questions

## Decision matrix

	Standard	
Reading		
Math		



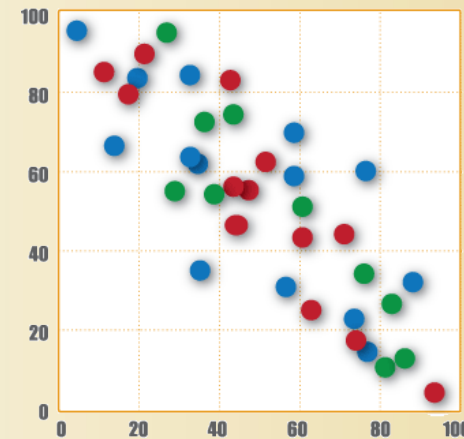
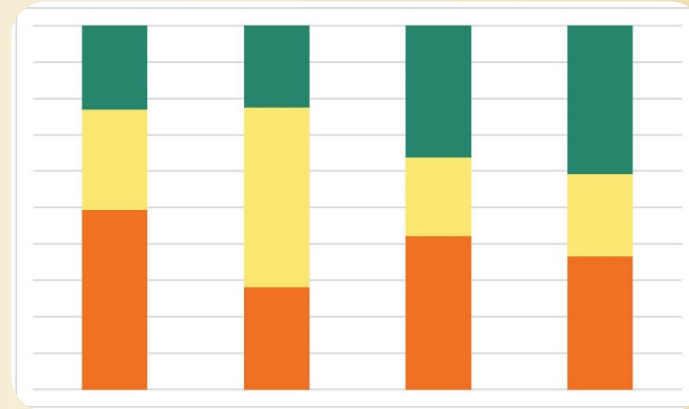
What other data sets  
could be viewed via  
standard, self, and  
others?



# Distribution Models

Which models work best?

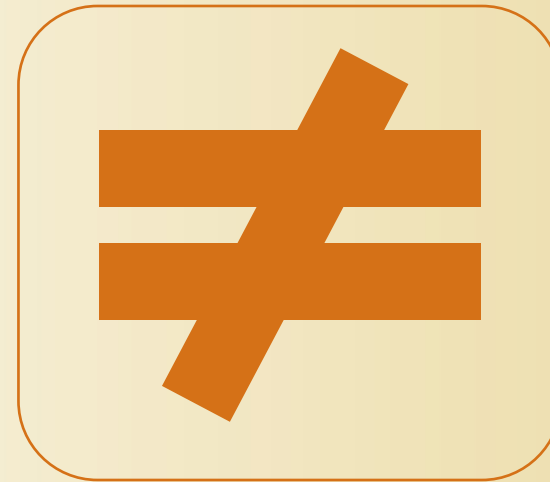
Why are they so important?



# Beware of Averages

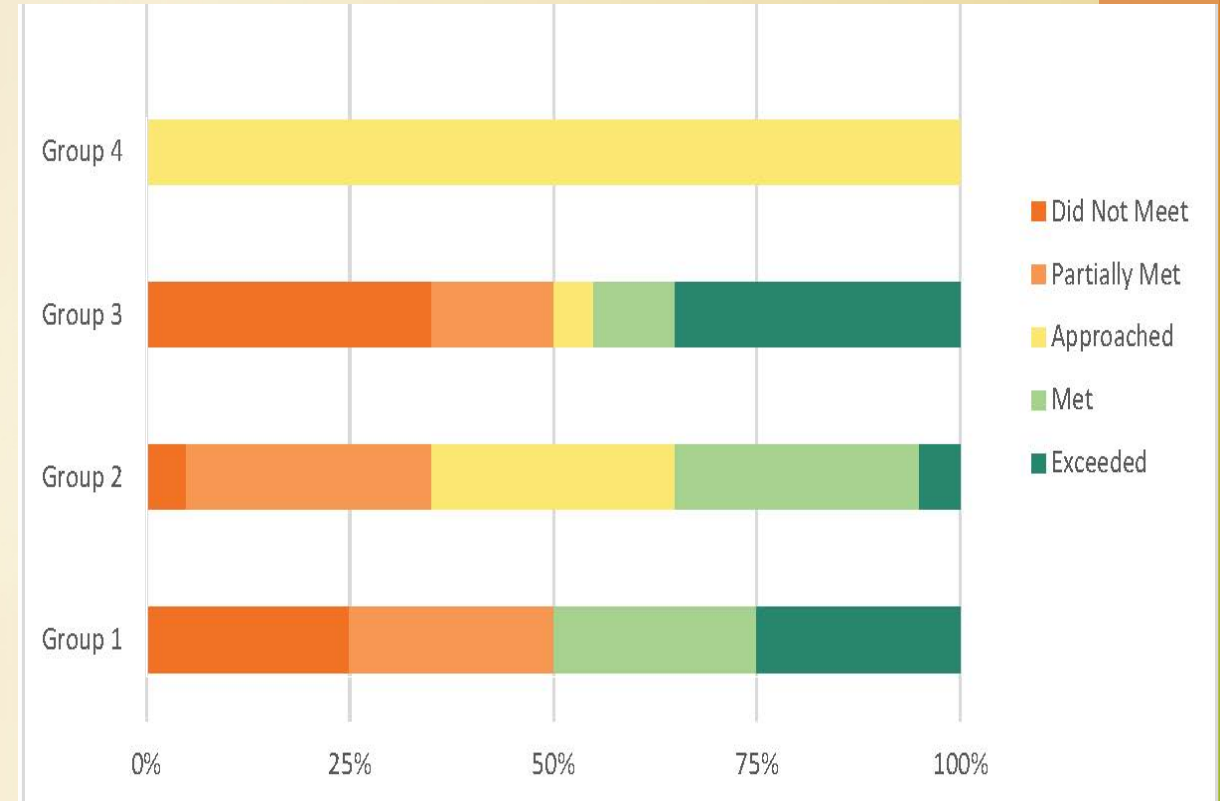
If you stand with your head in the freezer, and your feet on a hot stove, on average, you're comfortable!

But that certainly does not describe your real condition.

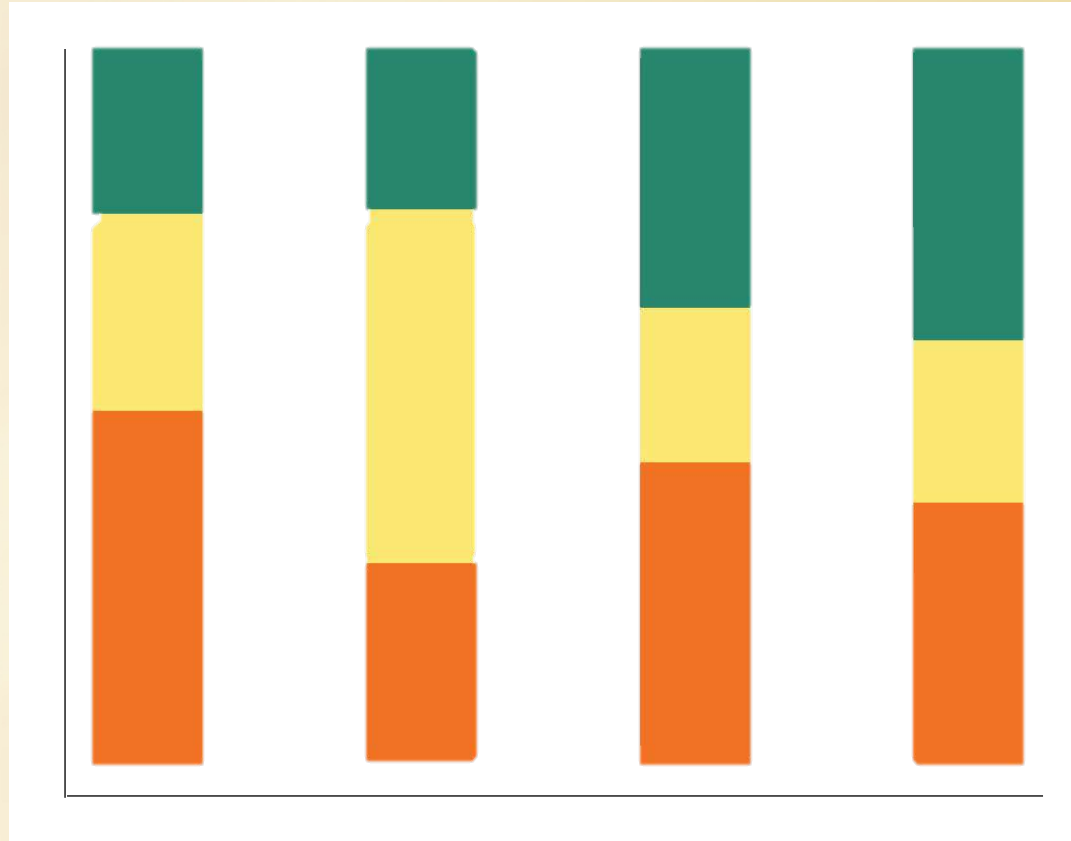


## Average = 3

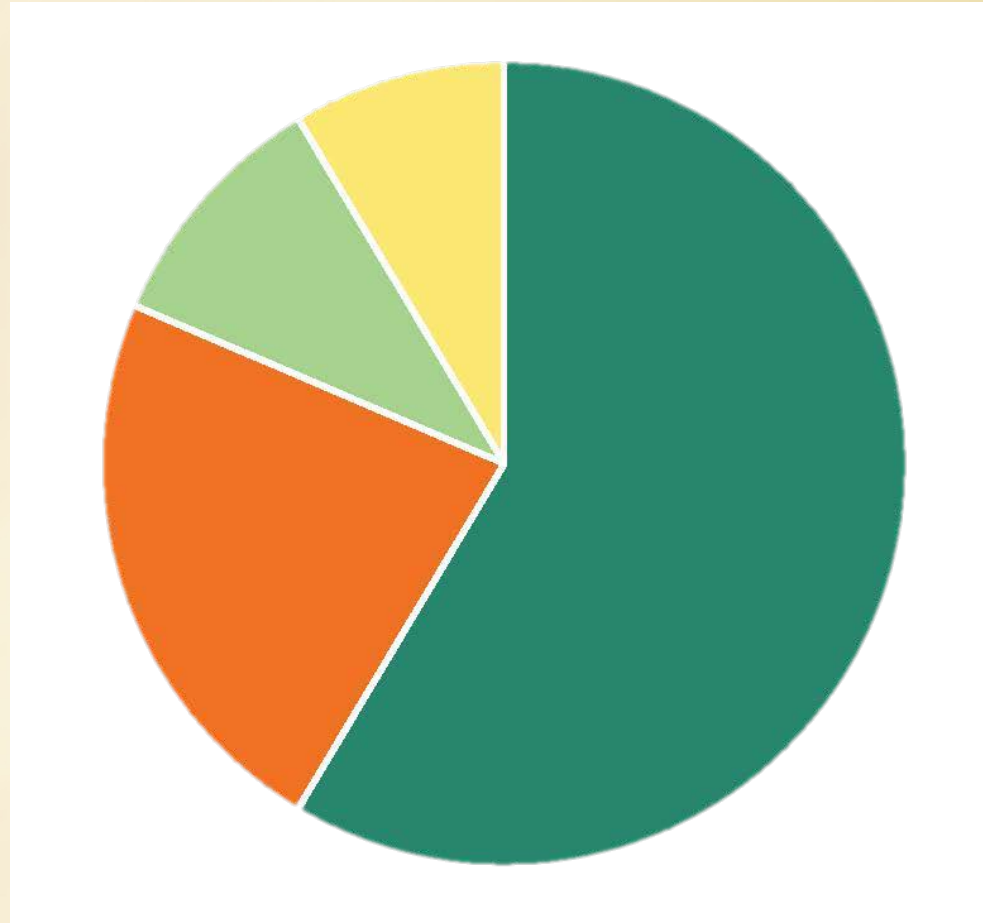
- The average or mean does not always depict the typical outcome.
- An outlier can affect the mean of a data set.
- Review the distribution of results for a better look at the data set.



# 100% Stacked Column

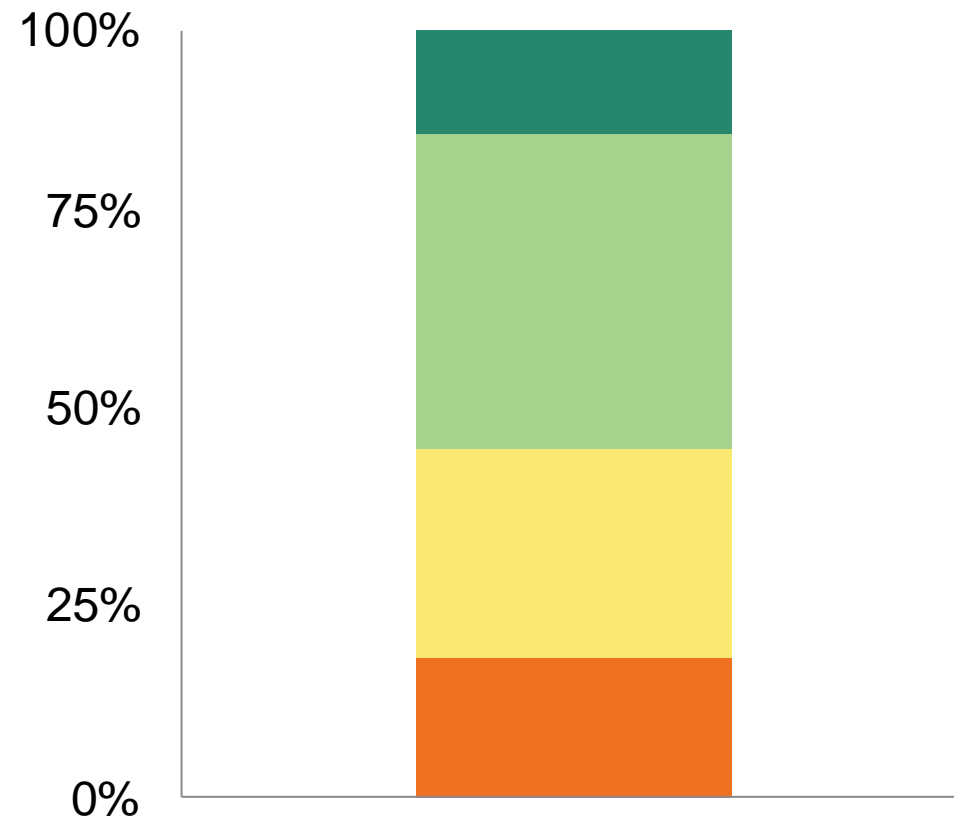


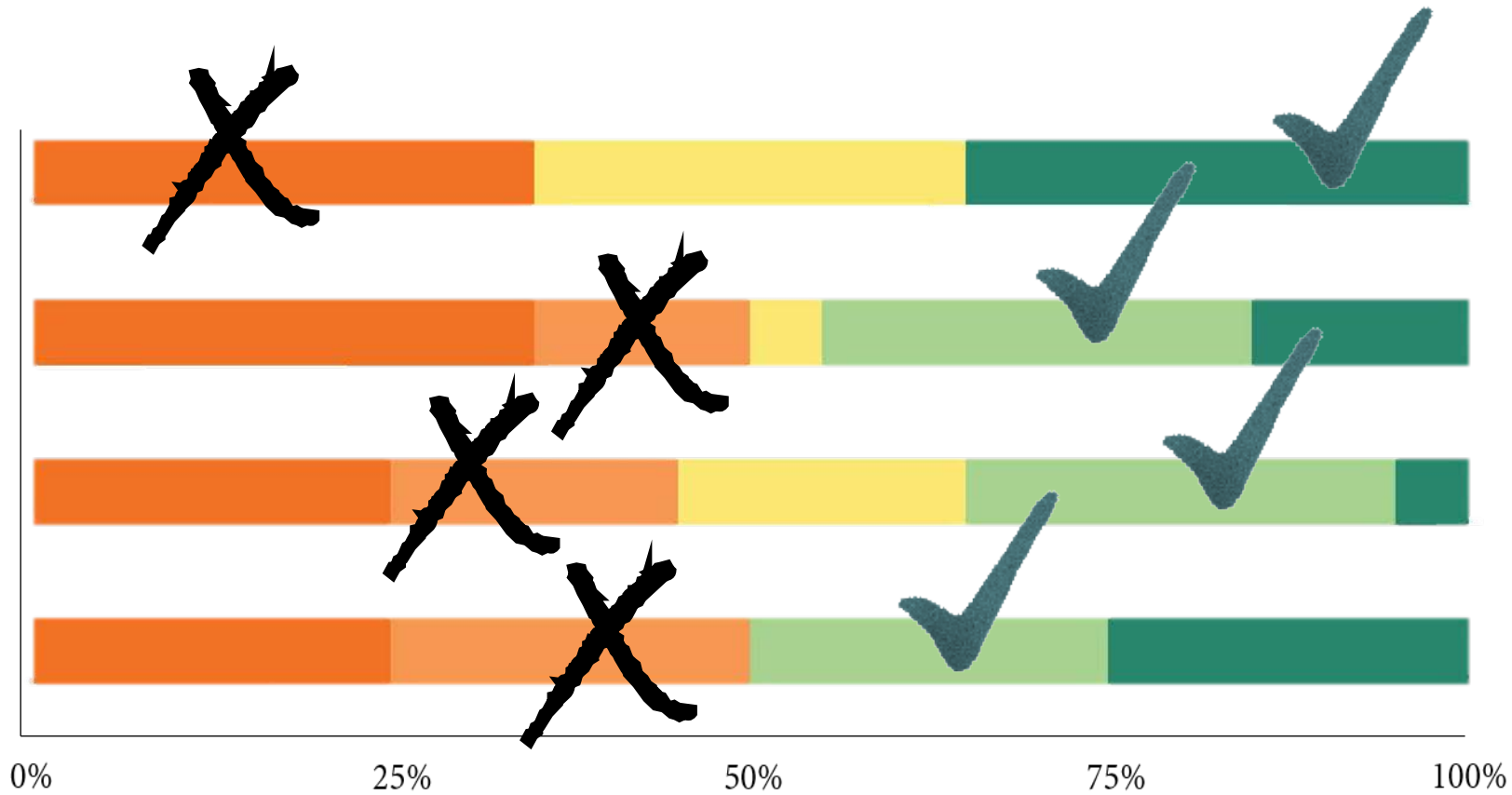
# What Is This?





# 100% Stacked Column

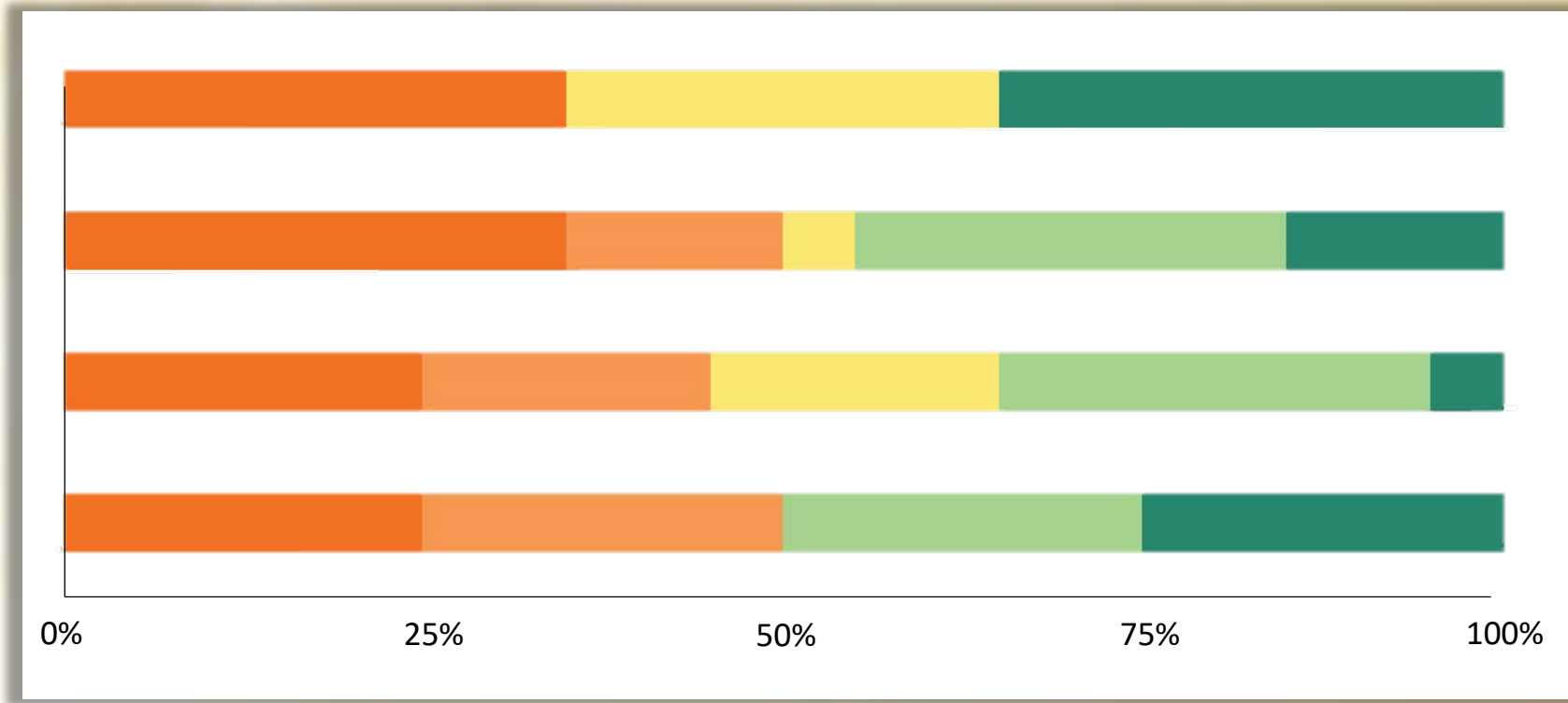




Color  
Coding

# Disaggregate Data

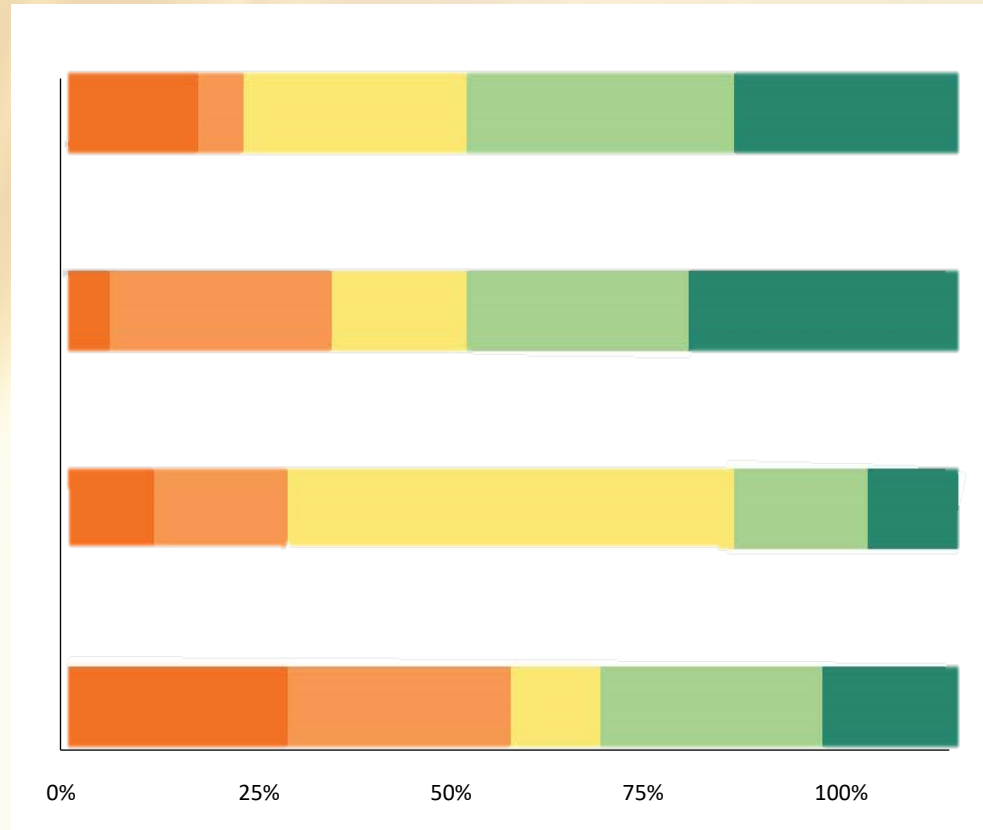
Comparisons are easy to see across groups  
using the 100% column



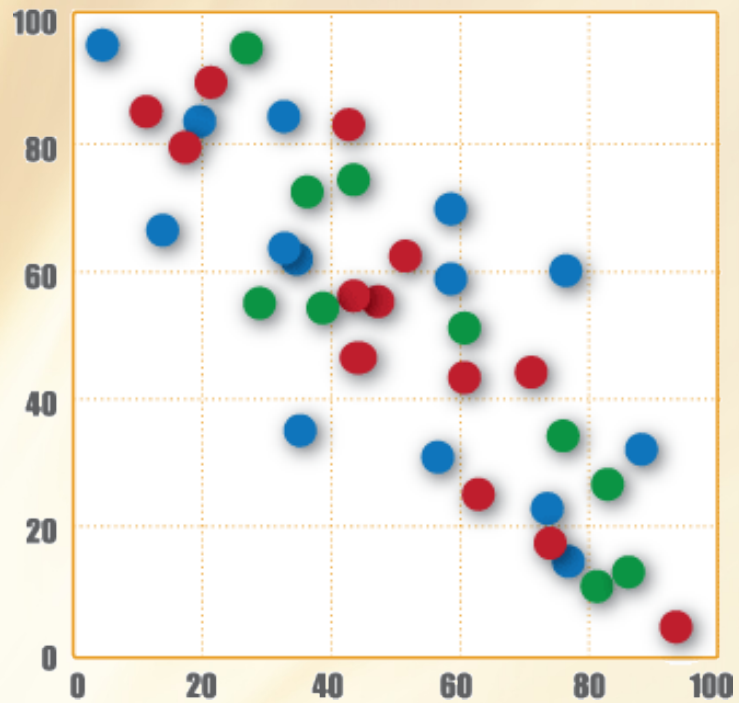
# Student Groups



# 100% Stacked Column



- Summary reports
- Group comparisons
- Trend data
- Range of results

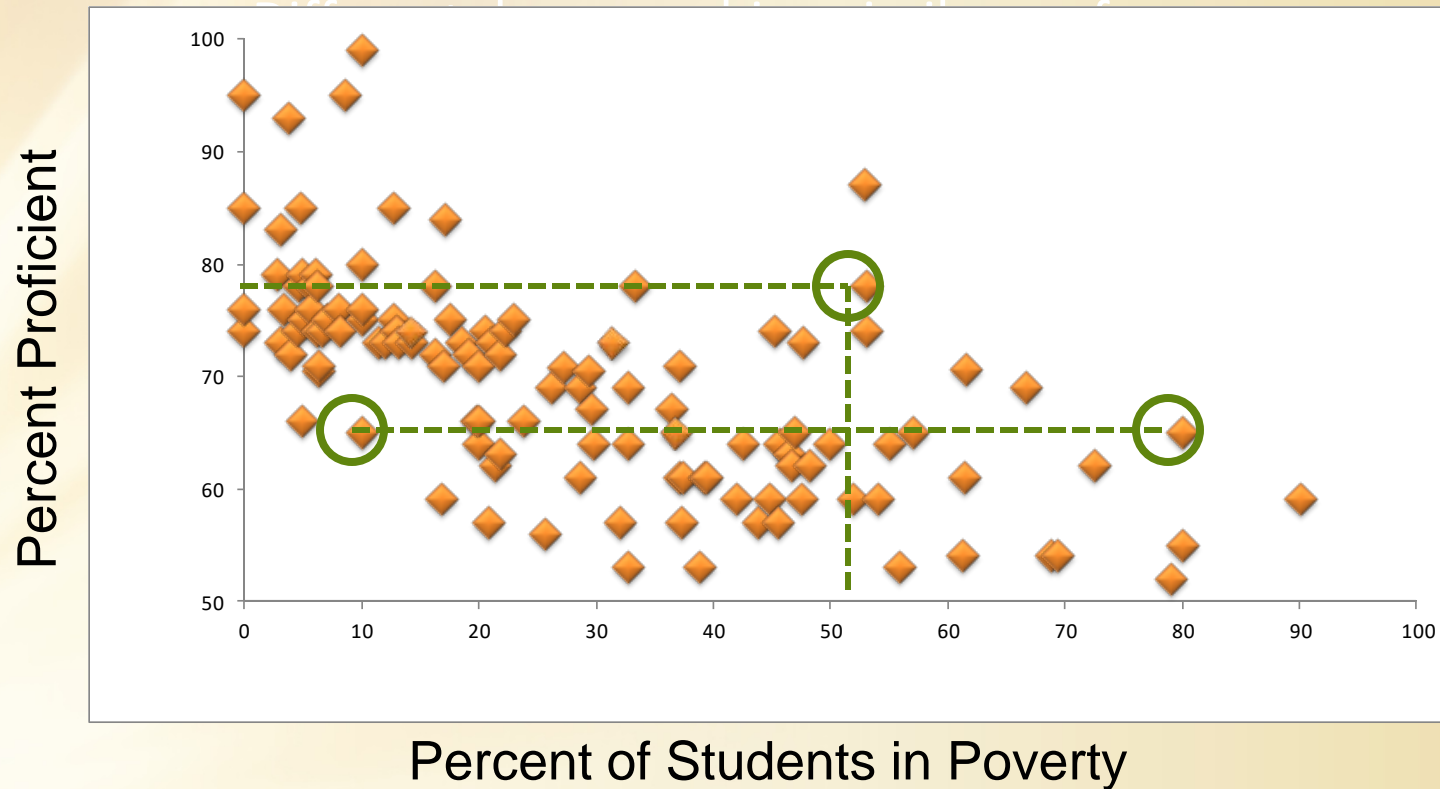


# Scatter Plot



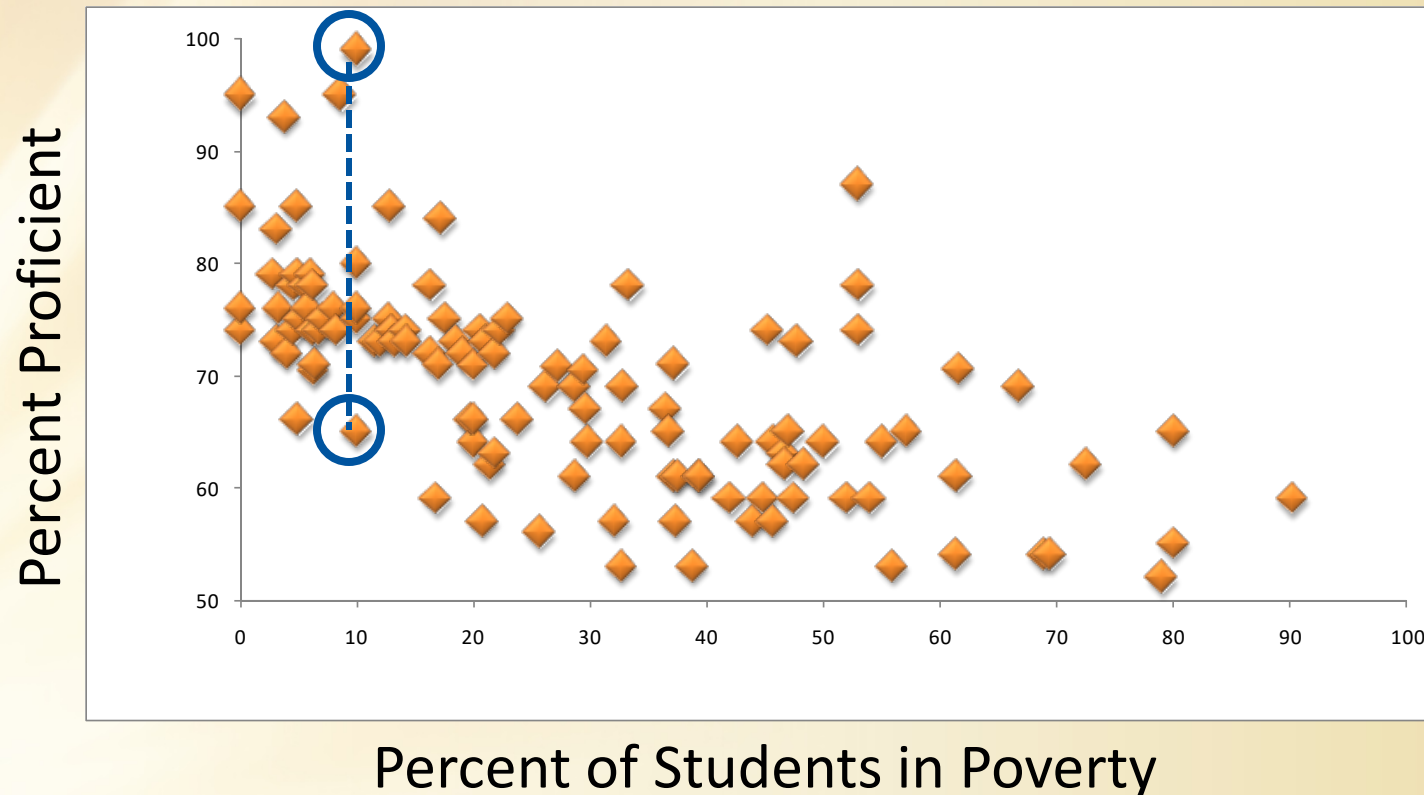
# Comparing Two Factors (Scatter Plot)

*Same demographics, similar performance*



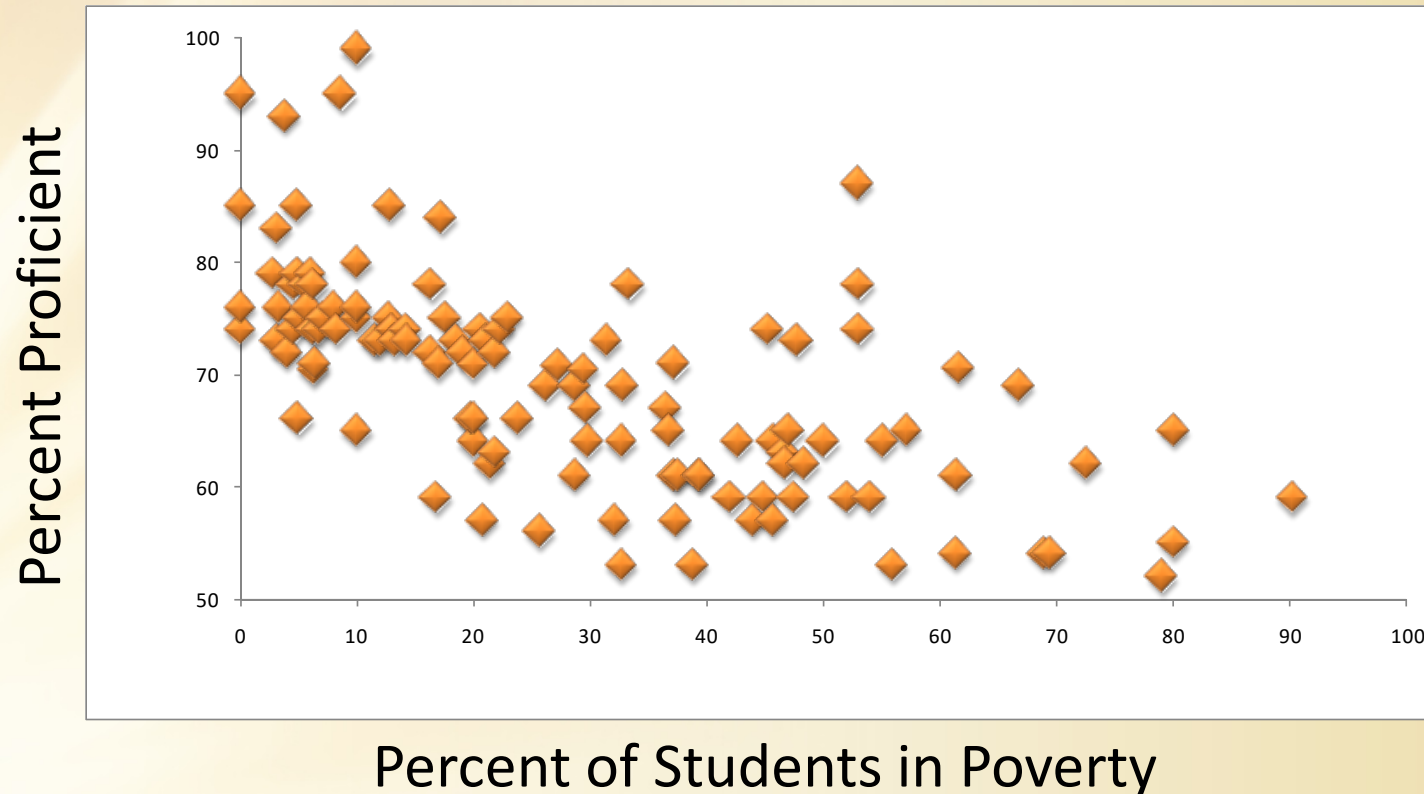
# Comparing Two Factors (Scatter Plot)

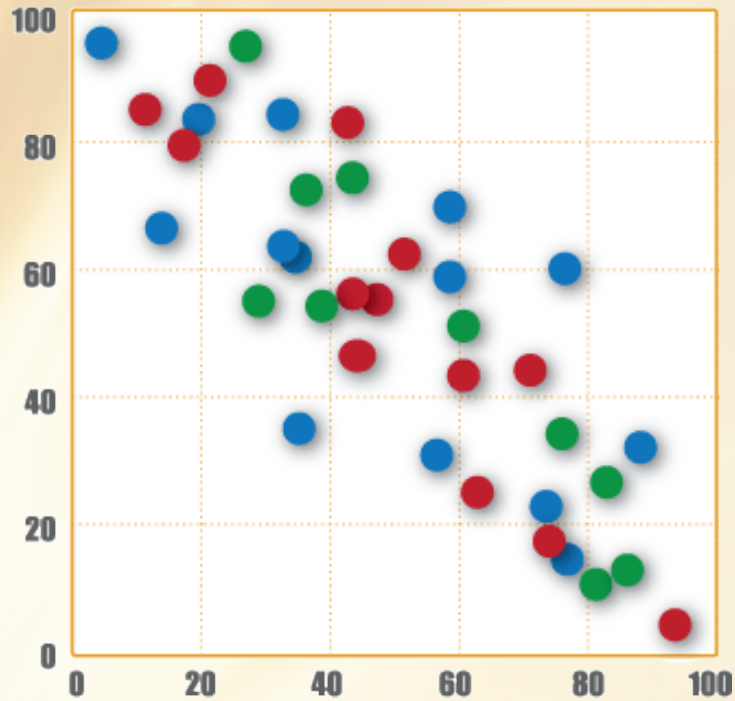
*Same demographics, different performance*



# Comparing Two Factors (Scatter Plot)

*Correlation does NOT necessarily mean cause and effect.*



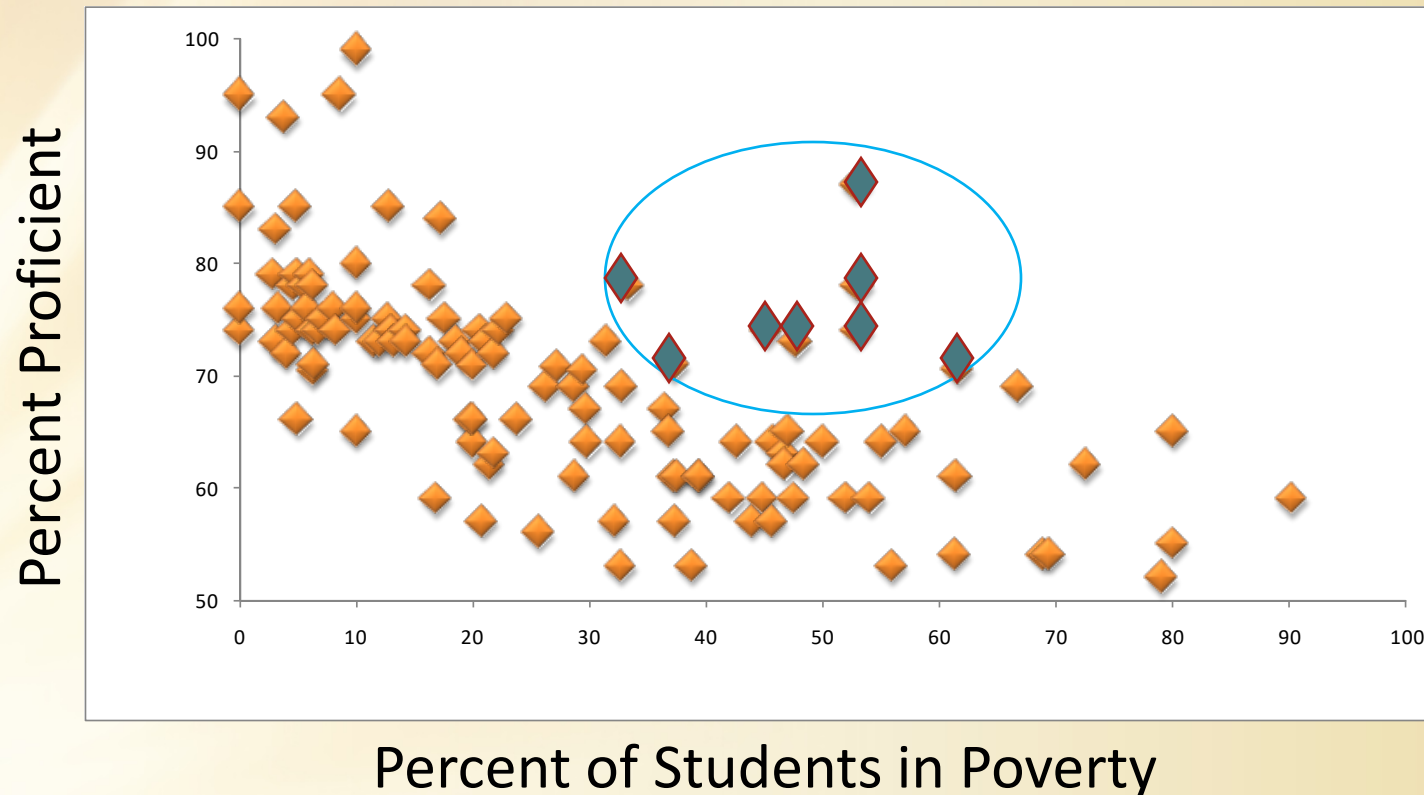


# Disaggregate Data

Subgroups can be easily identified on a scatter plot.

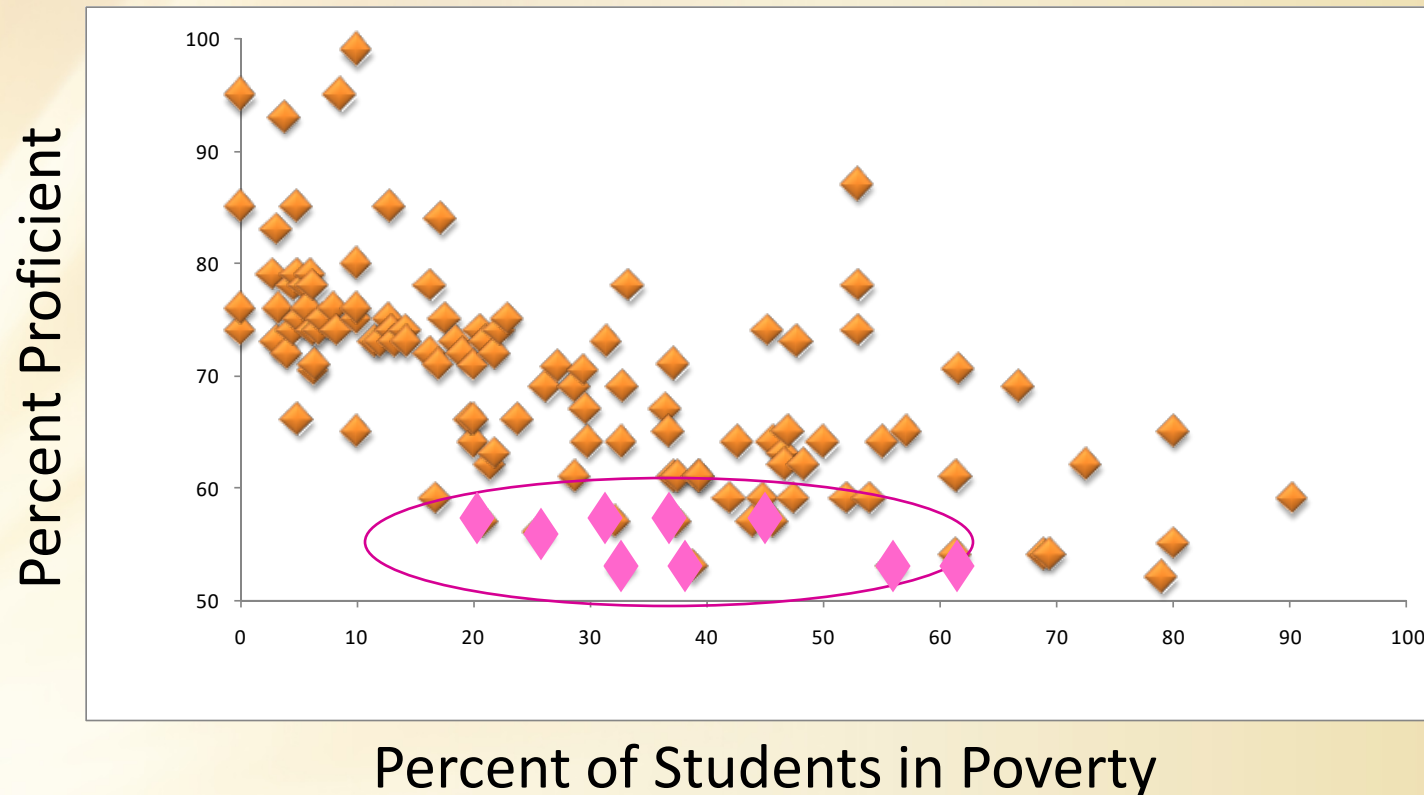
# Comparing Two Factors (Scatter Plot)

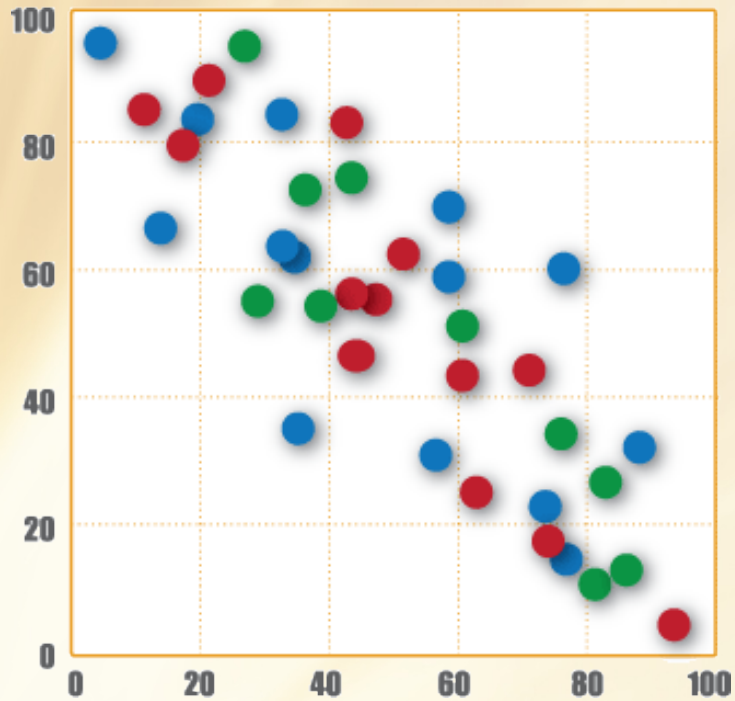
Aqua: Same Reading Program



# Comparing Two Factors (Scatter Plot)

Pink: Same Reading Program





## Let's Summarize

What did we learn about organizing data?



# Basics That Help Us Organize Data For Understanding And Communication

Components		Prev Yr Pct Tested	Prev Yr Standard	Prev Yr Self	Prev Yr Others
Reading	High Stand	99%	63%	4%	-8%
	Gains	99%	63%	0%	-5%
	Low 25%	99%	63%	4%	-8%
Math	High Stand	99%	67%	6%	-7%
	Gains	99%	76%	5%	-2%
	Low 25%	99%	763%	4%	-3%
Writing	High Stand	99%	95%	1%	0%
Science	High Stand	99%	39%	-5%	-7%

- Keep it simple
- Make a picture
- Use color consistently

# Basics That Help Us Organize Data For Understanding And Communication

## Guiding Questions

- How are we doing?
- Standard
- Self
- Others



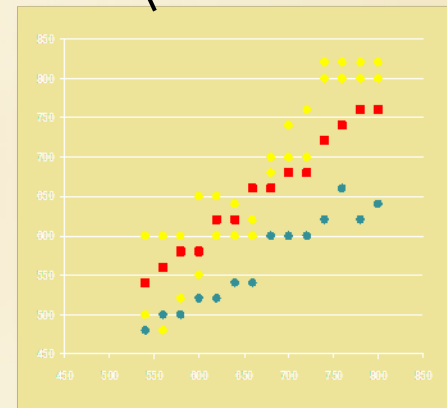
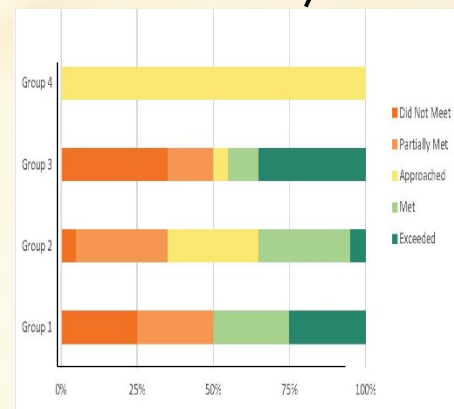
# Basics That Help Us Organize Data For Understanding And Communication

Beware of averages

Use distribution models

Disaggregate data

100% stacked column



Scatter Plot

By itself, data has no value. When data is put into a form that is easily understandable, it becomes information. When information is used to guide the decisions that are in the best interest of students and families we serve, it becomes knowledge.

**– Stan Beckleman,**

former president,

Boeing Information Services and board member,  
Center for Educational Effectiveness



**ILLINOIS REPORT  
CARD**  
2021-2022

[ISBE Data Library](#) [Take the Survey](#) [Español](#) [Help/FAQ](#) [Login](#)

## FIND YOUR SCHOOL

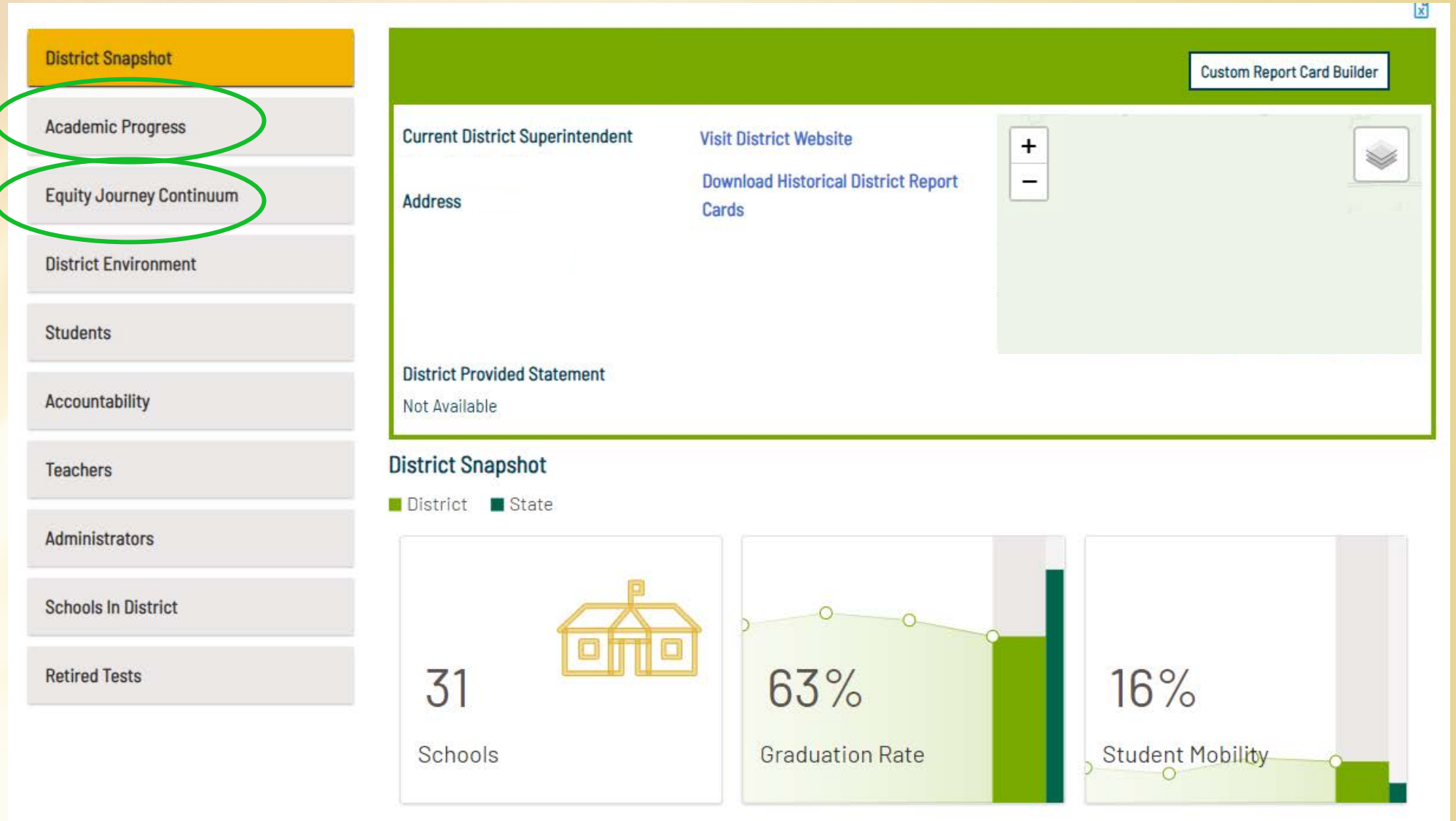
Go beyond test scores and get a snapshot of every Illinois public school.

Search

[State Snapshot](#) or [Select from list](#)

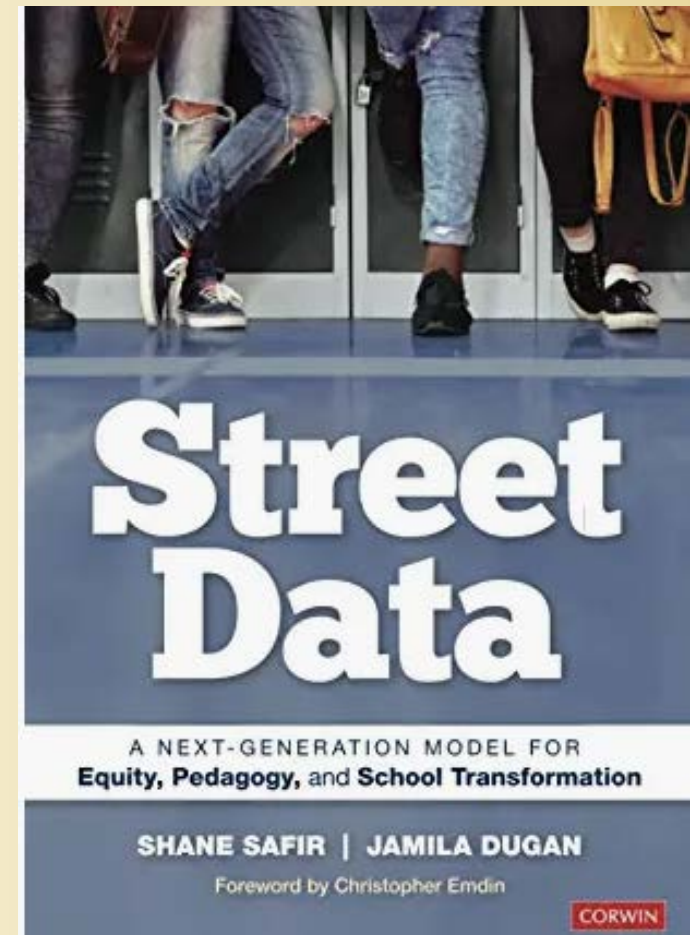
<https://www.Illinoisreportcard.com/>

# Illinois Report Card





Safir, Shane, and Jamila Dugan. *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. First, e-book, Corwin, 2021





## Upon completion of this workshop, participants will...

- Understand why monitoring is an important activity for the board.
- Learn how data can be organized and presented to the board and the public.
- Identify data the board will use to monitor their student learning goal(s).

## Objectives

**What gets measured is what gets done  
or at least  
What gets measured and talked about on a regular basis  
has a better chance of getting done**

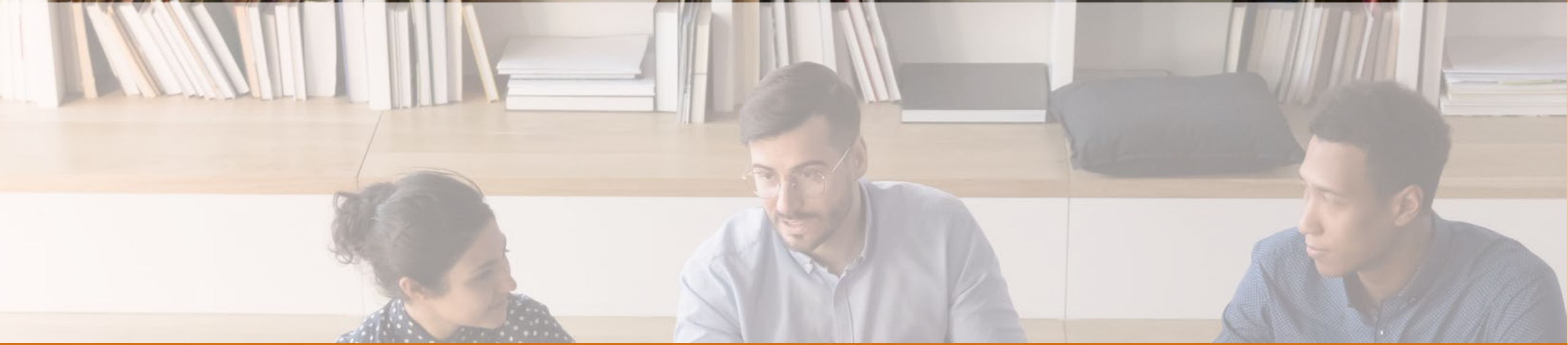


Academic Excellence: Establish and maintain continuous academic growth toward exceeding grade-level expectations for all students using diverse, culturally responsive, rigorous, and ISBE standards-aligned curricula, instruction, and assessments

How Are We Doing?







## Questions Board Members Can Ask When Monitoring



# Board Questions Data Can Answer

## Board Questions Data Can Answer

1. Where are we starting?
2. What are our baseline trends?
3. Who are the students we serve?
4. What knowledge are they bringing?
5. Do we provide a positive learning environment?
6. What targets should we set?
7. How are resources aligned to support our goals?
8. How do we provide equitable resources?
9. How is a rigorous curriculum ensured for all students?
10. How frequently are our students assessed using state or national standards?
11. How is student progress monitored individually, by subgroup, by classroom, and by building?
12. Are our students proficient as measured on state standards?
13. Are our students ready for college?
14. Are our students successful in post-secondary careers and education?
15. Did we achieve the targets we set for ourselves?
16. Are our children learning?

## Work Session

**Objective:** To determine how you will monitor your student learning goal using data.

- Review student learning goal
- How are you currently monitoring this goal?



What else do you need in order to make data informed decisions? Consider...

Data  
sources?

Format?

Guiding  
questions?

Frequency?

Qualitative  
or  
quantitative?

What else?

68

# Wrap Up

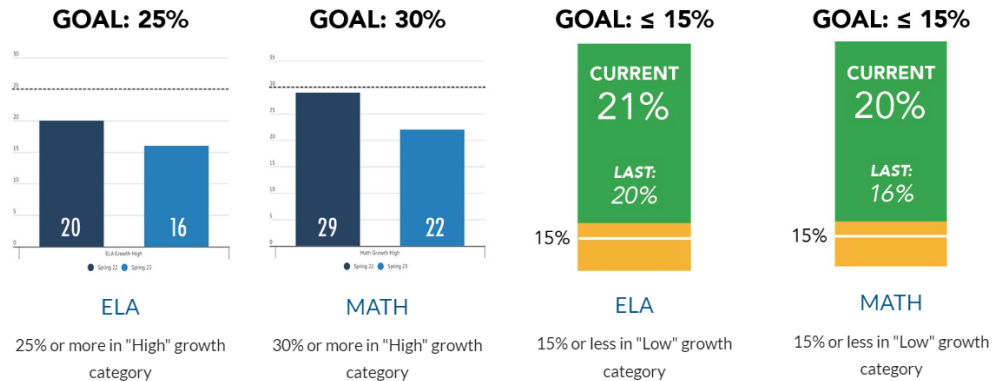
- Identify data the board will use to monitor their student learning goal(s).
- School Board Annual Agenda Calendar (follow-up attachment)



# Dashboards

## NWEA/MAP – Grades 2-8 [updated June 2023]

### NWEA/MAP Growth



#### KEY

- Meets or Exceeds
- Approaching
- Not Improving
- No Target Set
- Trending Up
- Trending Down
- Meets or Exceeds
- Does Not Meet

Expand All

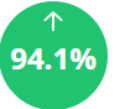
## Goal 1 Student Success

Provide a comprehensive, innovative education for each student to promote life, career, and postsecondary success.

### Freshmen on Track

Percent of Freshmen on Track by earning at least five-course credits without failing more than .5 course credits in their core subjects annually

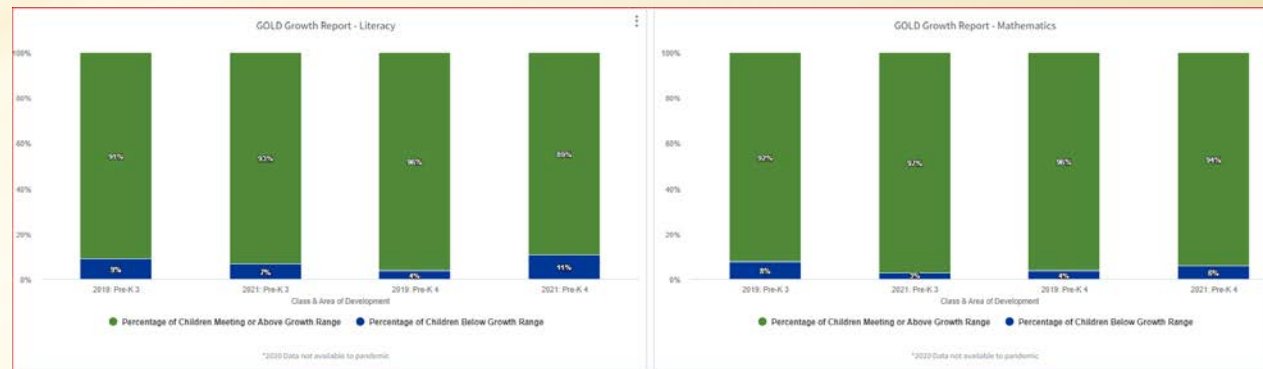
Baseline: 93.8%  
Updated: 2019  
Target: 94%



### Grade Point Average

Percent of 9-12 students with a cumulative Grade Point Average of 2.8 or higher each semester

Baseline: 65%  
Updated: 2019  
Target: 65



# Individual Reflections



What will you do?  
What should we do?



What new ideas or  
perspectives can you  
take with you?



What feelings  
surfaced?

Next steps identified. Anything missing?



# Making The Hard Choices Among Conflicting Priorities

Data does NOT  
make difficult  
choices easy.

But data can help  
explain why the  
decision was made.



## MISSION STATEMENT



*To acquire resources that enhance, enrich  
and encourage learning opportunities for  
District 61 students, staff and community*

ESTABLISHED 2018


ITSTARTSWITHAG.com

# Dwayne O. Andreas AG ACADEMY


ITSTARTSWITHAG.com



Decatur  
Public Schools  
FOUNDATION



THE HOWARD G.  
BUFFETT  
FOUNDATION



S.W.A.G.  
IT STARTS WITH AG

*Created with an initial \$1.65 million investment*



# AG ACADEMY STRUCTURE

- Students from **Eisenhower** and **MacArthur**
- Follows the **FFA 3-Circles Model**:
  - 1) Academic Coursework
  - 2) Supervised Ag Experiences (SAE)
  - 3) Career-Development Events (CDE)



## Objective

*Introduce non-traditional urban students to the wide variety of career opportunities in agriculture. Only 2% of these jobs take place on farms.*



**WELDING to WALL STREET...**  
**It Starts With Ag**







## MODEL OF EXCELLENCE

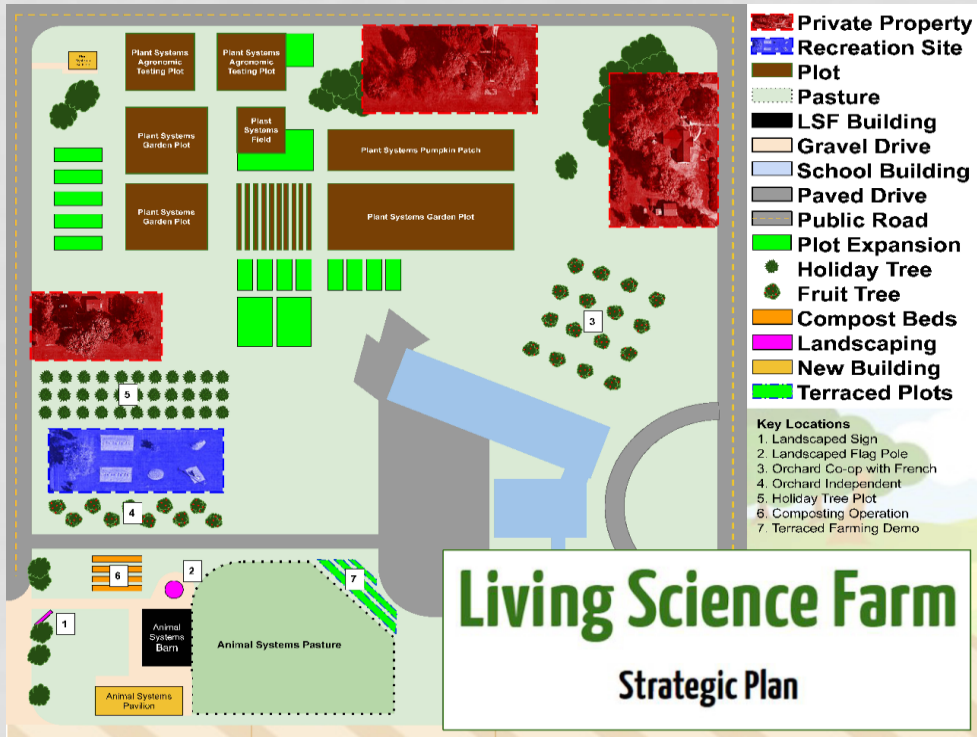
NATIONAL TOP 10 (OF 8,817 ACTIVE CHAPTERS)

# LIVING SCIENCE FARM



**American Dreamer STEM Academy**  
Host site for growing plots, small  
animal projects and Market Days









Year 1: 2018-2019 Academic Year – **202 students**

Year 2: 2019-2020 Academic Year – **361 students**

Year 3: 2020-2021 Academic Year – **234 students**

Year 4: 2021-2022 Academic Year – **435 students**

Year 5: 2022-2023 Academic Year – **465 Students**

Year 6: 2023-2024 Academic Year – **Model Change – 168 / 377 seats**

Year 7: 2024-2025 – **260 / 510 seats**

For 2025-2026 – **299 / 657 seats** (120 freshmen, 179 Soph / Jun / Sen



**60% Minority enrollment**  
**58% Female enrollment**

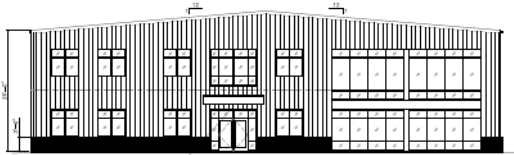
*First four-year cohort  
graduated May 2022*





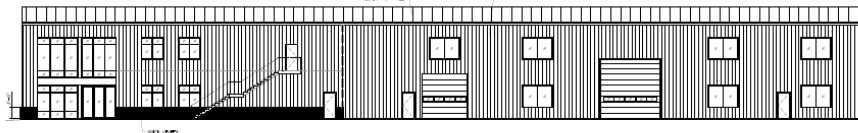


Room to grow.

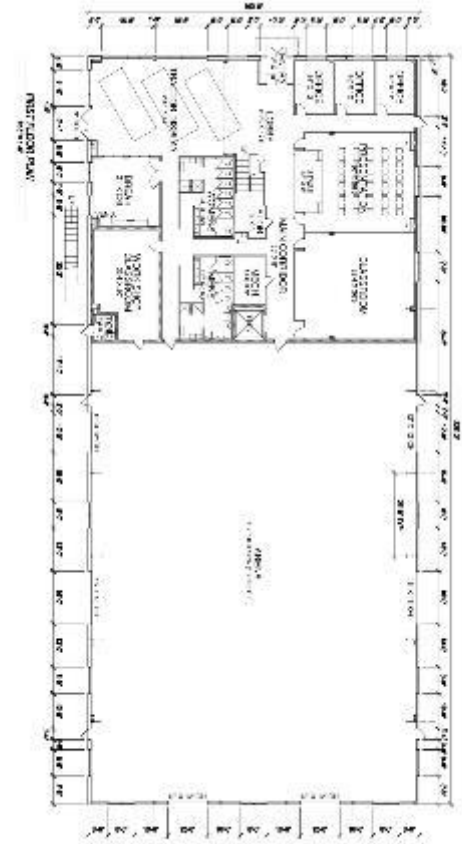


NORTH ELEVATION  
SCALE 1/8" = 1'-0"

THE HOWARD G.  
**BUFFETT**  
FOUNDATION



WEST ELEVATION  
SCALE 1/8" = 1'-0"



FFA AGRICULTURE EDUCATION CENTER

\$9 MILLION COMMITMENT ANNOUNCED 2/9/22




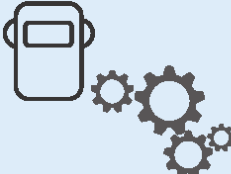
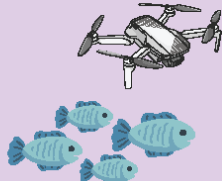




# FFA Agriculture Education Center Courses & Pathways



All Ag courses have the option of being an honors section!



 Prerequisite course before other pathway courses can be completed.

Power & Structural Pathway	Natural Resources Pathway	Agribusiness & Leadership Pathway	Animal Science Pathway	Plant Science Pathway	Food Science Pathway
Intro to Ag Mechanics & Technology (semester long) ★	Agriculture Technology (semester long)	Agricultural Business Management (semester long) ★	Animal Science (semester long) ★	Horticulture (semester long) ★	Farm to Fork (semester long)
Small Engines (semester long)	Wildlife Management (semester long)	Agricultural Leadership & Communications (semester long)	Small Animal Care (semester long)	Floral Design (semester long)	Meat Science (semester long)
Agricultural Metal Working (semester long)	Aquaculture (semester long)	Supervised Agricultural Experience (semester long)	Veterinary Science (semester long)	Greenhouse Management (semester long)	
			Equine Science (semester long) 		

- **14 Separate Courses** Scheduled for 2025-2026 (Year 8)
- **Three Courses** were offered in 2018-2019 (Year 1)
  - Current Courses have an **Honors Option**
- Multiple Courses **meet graduation credit** requirements

Example: Ag Business = Consumer Ed credit

# Coursework in Action / FFA & Minorities in Agriculture Activities







# HAMMER TIME

## OTHER PARTICIPATING TEAMS

*Alfred University - Carnegie Mellon University - Cleveland State University - Colorado School of Mines - Decatur AG Academy - La Jolla Country Day School - Lehigh University - Michigan Technological University - Millersville University - Ohio State University - University of Cincinnati - University of Florida - University of North Texas - Purdue University - The Putney School*





# HAMMER TIME







## MISSION STATEMENT

*To acquire resources that enhance, enrich  
and encourage learning opportunities for  
District 61 students, staff and community*



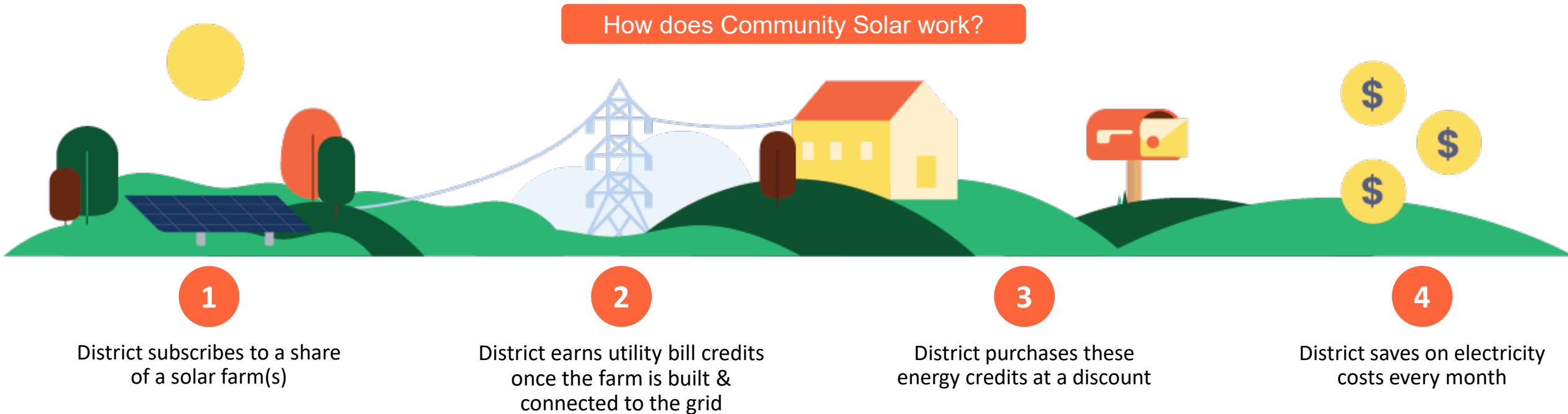
# Community Solar

**WE GET**  
  
**SOLAR**



# Community Solar: What is Community Solar?

- Community solar programs allow utility customers to tap into solar energy and save on their annual electricity cost in lieu of installing solar panels
- Community solar customers submit their utility bills and based on relative demand, receive a certain allocation of solar energy generation from a local array. Once subscribed, customers receive credits on their utility bills for the energy generated by the solar farms
- Community solar allow for residents and commercial entities to receive the benefits of solar without the upfront cost and complexity involved in building onsite systems



# Anchor Community Solar

- Considered 26 electric accounts not included in on-site solar project
- Savings estimated based on historical energy prices, and will likely be higher as rates increase
- 5-year contract with option to renew in 5-year increments up to 25 years



# Decatur Public Schools 61 (Targeting Supply & Delivery Spend)

COMMUNITY SOLAR  
ROLLOUT

ESTIMATED SAVINGS:

**~\$79,000 PER YEAR**

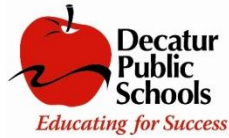
## Ameren Accounts

\$792K in  
spend

10%  
discount

5 year  
term

COD  
Q1-Q2 2026



## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> 2025-2026 Athletic Plans/Review
<b>Initiated By:</b> Craig Bundy, District Athletic Coordinator	<b>Attachments:</b> <ul style="list-style-type: none"><li>• Middle School 2025-26 Parent/Student Guide</li><li>• High School 2025-26 Athletic Director Policy/Handbook</li><li>• 2025-26 Athletics Review/Plan Presentation</li></ul>
<b>Reviewed By:</b> Dr. Mike Curry, Chief Operations Officer and Dr. Rochelle Clark, Superintendent	

### **BACKGROUND INFORMATION:**

The High School Athletics Policy Handbook and the Middle School Athletics Parent Student Guides are reviewed by the Principal and Athletic Director. Annually, additions and or modifications are updated including policies, fee schedules, official rates, and concussion protocols. The changes are noted in the presentation

### **CURRENT CONSIDERATIONS:**

As previously approved, the uniform rotation plan will continue to be followed this year.

- High School Cheerleading
- High School Boys and Girls Golf
- High School Boys and Girls Track
- Middle School Cheerleading
- Elementary Cross Country / Track
- Elementary Basketball

### **FINANCIAL CONSIDERATIONS:**

N/A

### **STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education accept this informational report regarding the 2025-26 Athletics Review/Plan as presented. The **FINAL** recommendation will be submitted during the June 10, 2025 Board of Education meeting.

### **RECOMMENDED ACTION:**

- ☐ Approval
- ☒ Information
- ☐ Discussion

**BOARD ACTION:** \_\_\_\_\_



# Athletics Review / Plan 2025-2026

May 27, 2025

Board of Education Meeting

Craig Bundy, District Athletic Coordinator



# MS & HS Athletic Guides 2025-2026

## High School Athletics Policy Handbook

- Updated bus transportation policy for intra-City games
- Deleted game personnel pay scale
- Sports offerings updated
- Awards for athletes updated
- Officials pay scale deleted due to conference changes annually

## Middle School Athletics Parent/Student Guide

No changes.



# 4-Year Uniform Rotation Process 2025-2026

## High School Athletic Uniforms

- Cheerleading: 15 Uniforms
- Boys & Girls Golf: 10 Polos
- Boys & Girls Track: 30 Jerseys /  
30 Shorts / 30 Warmups

\*\*Moved Volleyball rotation to 24-25, due to need.  
Will now be on regular 4-yr rotation (28-29)

## Middle School Athletic Uniforms

- Cheerleading: 15 Uniforms (Grades 7 & 8)  
30 Total Uniforms

## Elementary School Athletics

- Boys & Girls Basketball: 30 Tee Shirts / 60 Total
- Boys & Girls Track / Cross Country: 30 Tee Shirts / 60 total



# Elementary School Participation Numbers / Highlights

## Fall Sports

- **Cross Country: 300**  
2023 | 228      2022 | 223  
City Champs: Montessori
- **Boys Basketball: 171**  
2023 | 166      2022 | 153  
City Champs: Johns Hill
- **Girls Basketball: 177**  
2024 | 166      2023 | 152  
City Champs: Robertson
- **Cheerleading: 40 (3 Schools)**

## Winter Sports

- **Volleyball: 217**  
2024 | 185  
2023 | 219  
City Champs: Baum
- **Wrestling Pilot: 66**  
2022 | 12  
2023 | 53  
2024 | 66

## Spring Sports

- **Track & Field: 269**  
2024 | **355**  
2023 | **326**  
City Champs: TBD



# High School Co-op Sports Recommendations:

- Per Discussion with Principals & AD's
- Drop Bass Fishing & Girls Bowling (Zero Participation)
- Continue Boys & Girls Soccer Co-Op
- Continue Boys & Girls Cross Country Co-Op
- Discontinue Boys & Girls Golf Co-Op (Either HS can enter as individuals, if warranted)
- Discontinue Boys & Girls Tennis Co-Op (Either HS can enter as individuals, if warranted)



# 2025 Thanksgiving Holiday Basketball Tournament Update

- Mel Roustio retirement after 23 years as director.
- Craig Bundy: NEW Tournament Director
- Both High School Athletic Directors Assisting





# Title IX Numbers:

High School **Girls** Sports Offered: 9

High School **Boys** Sports Offered: 9

## Fall:

Football (B) / Volleyball (G) / B & G Cross Country / Golf (B) / Cheerleading / Tennis (G) / Soccer (B)

## Winter:

B & G Wrestling / B & G Basketball / Cheerleading

## Spring:

Baseball (B) / Softball (G) / B & G Track / Tennis (B) / Soccer (G)



# Athletics Review / Plan 2025-2026

Thank You!  
Questions?



# **Middle School Athletics Parent/Student Guide**

## **2025-2026 School Year**

## **TABLE OF CONTENTS**

<b>Philosophy of the Decatur Public Schools Athletic Program</b>	<b>4</b>
<b>Statement of Purpose for the Athletic Program of School District 61</b>	<b>5</b>
<b>Student Code of Ethics</b>	<b>6</b>
<b>DPS 61 Athletic Code Procedures</b>	<b>6</b>
<b>Offenses in Violation of Athletic Code</b>	<b>7</b>
<b>Disciplinary/Enforcement</b>	<b>7</b>
<b>Out- of- School Suspension/Care-Transition Room Placement</b>	<b>7</b>
<b>IESA Affiliation</b>	<b>8</b>
<b>IESA Academic Eligibility</b>	<b>8</b>
<b>IESA Scholastic Standing</b>	<b>9</b>
<b>IESA Penalty: Ejections for Unsportsmanlike Conduct</b>	<b>10</b>
<b>IESA Transfer Rule</b>	<b>10</b>
<b>Conference Affiliation</b>	<b>11</b>
<b>Participating Schools &amp; Activities Conference Affiliation</b>	<b>11</b>
<b>Tryouts/Team Roster Cuts/Sports Physicals</b>	<b>11</b>
<b>Activity/Participation Fees</b>	<b>12</b>
<b>Dual Activity Participation</b>	<b>12</b>
<b>Daily Attendance</b>	<b>12</b>
<b>Parental Concerns Policy</b>	<b>13</b>
<b>Gate Admission</b>	<b>13</b>



## **Parental Forms**

Extramural Information & Permission Form	14
DPS #61: Agreement to Participate Form	15
Student Multiple Activity Preference Sheet	16
Parent Participation Permit	17
Parental Concerns Policy	18
IESA Physical Forms (Annual)	19-22
Concussion Information	23
Concussion Sign-Off	24

## **PHILOSOPHY OF THE DECATUR PUBLIC SCHOOLS ATHLETIC PROGRAM**

The athletic program is an integral part of the education of all students who attend the Decatur Public Schools. Our goals and objectives are consistent with and comparable to those of the school district. All students have an equal opportunity to participate in athletic programs. No student shall be deprived of the right to participate because of lack of financial resources, nationality, race, color, religion, or sex, sexual orientation, disability, or marital status.

The Middle School Athletics Parent/Student Guide is designed for middle school parents and middle school students. The information is annually reviewed and updated by administrators, athletic directors, and coaches.

The athletic program will be broad based and as extensive as the facilities, staff, and finances can adequately support.

The leadership shall be of the highest quality so as to exemplify to the participants the desired type of individual to be developed from the athletic program.

The measurement of success of the leadership is not limited to win/loss records. It includes the success experienced in helping each participant develop his/her talents and desirable personal characteristics to their fullest.

The athletic program is a laboratory where students experience many of life's situations. Participation in this laboratory activity offers students the opportunity to improve character, dignity, self-worth, and concern for others. Students may learn to develop these human traits and grow as individuals to the extent of their capacity.

## **STATEMENT OF PURPOSE FOR THE ATHLETIC PROGRAM OF DPS #61**

- A. Participation helps develop character, social competence, cooperation, and moral and ethical values that are an everyday part of our society.
- B. Participation develops a mutual respect for all who are involved in the competition: teammates, opponents, coaches, and officials.
- C. Participants must learn to abide by the rules, regulations, and decisions of officials, just as we all must abide by the laws that govern our society.
- D. Participation leads to a better understanding of our democratic ideals, social and economic well-being, and the spirit of fair play.
- E. Participation teaches a student that discipline and self-sacrifice are necessary ingredients of teamwork, if the end result is to be accomplished.
- F. Through participation, the individual will develop a healthy body, a sound mind, and a better understanding of individual differences.
- G. Participation provides valuable lessons which are learned in the course of competition; for example, winning, as well as losing, reflects team effort.
- H. Competition helps to develop the fundamental processes that lead to emotional maturity and self-control.
- I. Participation in the athletic program will cause participants and spectators to look forward to attending school, resulting in an improved student attitude toward school and school-related activities.
- J. Participation in athletic competition will give students an opportunity to achieve, not only for themselves, but for their team and school community and receive their just rewards in return.
- K. The individual school administration must provide adequate control and safety measures for the participants, officials, and spectators in order to insure the proper atmosphere for interscholastic events.
- L. Members of the athletic staff shall abide by the rules and regulations and officials' decisions which govern each sport, maintain the highest standard of ethics, recognize each participant as an individual, conduct themselves in a manner befitting their responsibilities, and develop the kind of rapport with the total school community that will improve the total educational program.

## **STUDENT CODE OF ETHICS**

**Decatur Public Schools 61 considers the welfare of the student our priority consideration.**

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the athletic department. Decatur Public Schools Administration and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. All athletes shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords.

Any conduct that results in dishonor to the athlete, the team, the school, or Decatur Public Schools will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality or violations of law, tarnish the reputation of everyone associated with the athletic programs and will not be tolerated.

The student's first responsibility is to acquire a quality education. Our athletic programs are co-curricular activities, and the students first priority must be academic achievement.

Athletes are representatives of their school, and their actions and behavior must be such as to reflect a respected image of themselves, fellow students, parents, school, and community. They will spend a great amount of time and effort in participation with their respective sport, but hopefully, they will find it to be a rewarding and enjoyable experience that will be important to them now and in the years to come.

### **DPS #61 ATHLETIC CODE PROCEDURES**

1. Coaches' rules shall be written and distributed so all participants and parents may read and review them. Rules will be shared through mandatory parent meetings.
2. Each coach will hold a team meeting to review team rules with the participants at the beginning of the sport season to make sure the participants are aware of them. A copy of the team rules, seasonal activity participation, and the Athletic Code will be distributed to the parents, or available online, attached to a participation permission form.
3. Coaches' rules must also include consequences for students who violate the rules.
4. Any student accused of violating a rule and subject to a consequence of a suspension of greater than three (3) games shall be informed of the nature of the offense and may request a hearing before the Principal and Athletic Director.

### **PROCEDURAL OFFENSES IN VIOLATION OF THE ATHLETIC CODE**



A student found in violation of the Athletic Code may receive consequences up to and including dismissal from the team/activity for the remainder of the season or school year. Such violations include, but are not limited to:

- Use, possession, transfer, attempted transfer, sale or attempted sale of alcohol, tobacco products, e-cigarettes and/or any controlled/illegal substances or any lookalike, including any substance held out to be a drug, alcohol or tobacco product.
- Violations of individual coaches' rules, insubordination, poor sportsmanship, conduct detrimental to the team and to school spirit.
- Violations of academic integrity and ethics.
- Violations of the DPS 61 Student Code of Conduct.

## **DISCIPLINARY ACTION / ENFORCEMENT**

### ***Participation in athletics is a privilege.***

A student who violates the Athletic Code and who has been provided a hearing and assessed a consequence cannot avoid the consequence by transferring to another Decatur Public School. The penalty will be enforced at the student's new school before the student can become eligible for participation.

When a student is dropped from his/her team for disciplinary reasons, it is important that he/she receive a fair notice and that he/she be given a hearing.

All coaches are responsible for reviewing the athletic code, individual school rules, and rules for their respective sport during the first week of practice with the Athletic Director, assistant coaches, students, and parents.

## **OUT-OF-SCHOOL SUSPENSION / CARE – TRANSITION ROOM PLACEMENT**

Any situation where a student athlete is receiving an out-of-school suspension for disciplinary reasons by the Building Administrator automatically deems said student unable to practice and/or compete in any athletic events scheduled for the duration of the suspension. The student and parent/legal guardian shall be notified by the Building Administrator as such.

This includes the date the suspension is issued, and any weekends/ school holidays, throughout the time until the student returns to regular class attendance status. The appropriate sport Coach(s) and Athletic Director shall be notified by Building Administration upon any student athlete being suspended from school.

In example, a student athlete is suspended on Friday morning for a disciplinary infraction and is out of school for the suspension through Monday... successfully returning to classes Tuesday morning. This student CANNOT participate in any school-sponsored athletic event, nor practice, beginning Friday thru Monday night... They may resume activities Tuesday morning.

In the case where a student athlete is placed in the school's Care Room or Transition Room for disciplinary action reasons by the Building Administrator, resulting in a 1/2 day placement or more, the same denial of athletic participation and notification shall occur - as indicated for an out-of-school suspension. *\*Placements less than the individual school's "½ day bell schedule" will not result in any suspension of participation in athletics.*



The Association shall be known as the Illinois Elementary School Association (IESA) The Association shall be registered with the State of Illinois as a not -for -profit corporation.

- The Association through the employment of the instrumentalities hereinafter established shall:
  - Regulate all the interscholastic activities in which its member schools may engage; and
  - Perform such other functions related to interscholastic activities as may from time to time be approved and adopted by the Board of Directors.
- In the performance of these functions, the ultimate educational objectives of the Association are:
  - To elevate standards of sportsmanship
  - To encourage the growth of responsible citizenship; and
  - To encourage academic excellence

### **ACADEMIC ELIGIBILITY**

The IESA requires that a weekly grade check is completed for every athlete who is on a competition athletic roster. This report must be completed on the same day of each week and athletes must be notified of any failing grade. The IESA determines eligibility considering all grades that are reported on the quarterly report card. The athlete must pass each class in which he or she is enrolled with a grade of D or better. If an athlete has a failing grade in any of his or her classes, the athlete is ineligible the next week and will continue to be ineligible until all failing grades have been raised to at least a D.

Eligibility can be recorded in one of two methods: Skyward computer program printouts or Teacher/Athletic Director hard copy checklists. Coaches may address grade issues with individual athletes who are showing signs of grade trouble in classes. In some cases, the coach will request a parent conference to help the student athlete improve his or her grades.

Most schools run grades the day before a week concludes, which in most weeks, is Thursday. Some weeks, however, are shorter due to in-service days and holidays. Those weeks' grades must be submitted the day before the week concludes.

The element of eligibility that confuses athletes and their parents is that the measure is always a week behind the week of the contests. The athlete can be showing passing grades after the weekly grade check has been recorded but is still excluded from participation due to the failing grades that were recorded at the end of the prior week.

***The grade recorded on the weekly eligibility check is final and cannot be changed at a later date.***

*Ex: Grades are turned in Thursday and show that a student athlete is failing a subject, but when the parent looks on Skyward on Friday afternoon, it shows as a passing grade. That athlete is still ineligible for any event the following week.*

**The cutoff day must be the same each week and reporting must be consistent.**

Once the grades are turned in and the computer grade check run, print the weekly report and retain (in files) as proof of grades. Notify the athlete, coach, teachers and athletic administration. A report of ineligibility should be delivered to an ineligible athlete before he or she leaves the building on the last day of each week.

## **2.040 SCHOLASTIC STANDING**

**2.041** All contestants shall be in grades five through eight (5-8) and shall not have passed eighth grade standing. At no time, may a student who is in fourth grade or lower practice or participate with a member school.

**2.042** A student shall be doing passing work as determined by the local school district in all school subjects and the school shall certify compliance with this By-Law. Use of a player, contestant, or participant shall be deemed such certification.

**2.043** For all IESA activities, athletic as well as non-athletic, passing work shall be checked weekly. Eligibility will be applied to the Monday through Saturday following the week that was checked. Students must be passing each subject each week to be eligible. Grades shall be cumulative for the school's grading period.

**2.044** 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.

**2.045** 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.

**2.046** In cases where a contest has been postponed or re-scheduled, the current week eligibility shall be used to determine a student's eligibility. For example, a contest is scheduled to be played on Tuesday and because of poor weather, the contest is rescheduled for two weeks later. A student who was grade eligible for the originally scheduled game but is ineligible during the week of the rescheduled game is not eligible. Conversely, a student who was ineligible the week of the originally scheduled game and is grade eligible the week of the rescheduled contest is eligible to play.

### **IESA Penalties: Ejections for Unsportsmanlike Behavior**

***The IESA Board of Directors approved a change to the penalties assessed to players, coaches, and now fans who are removed from a contest for unsportsmanlike behavior. These changes will become effective with the start of the 2020-21 school year.***

Consequences for behaviors meriting ejection from a school sponsored event:

**A. Student – Athletes:**

- 1<sup>st</sup> ejection: the student is required to miss the next 2 contests and complete the National Federation of State High School Association Sportsmanship course. This course can be found at [www.iesa.org](http://www.iesa.org) Upon course completion, a printed certificate of completion must be submitted to the IESA via the school Athletic Director.
- 2<sup>nd</sup> ejection(same sport): the student is required to miss the next 5 contests and pay \$100 fine to the IESA.

**B. Coaches:**

- 1<sup>st</sup> ejection: the coach is required to miss the next 2 contests, pay \$100 fine and complete the National Federation of State High School Association Sportsmanship course. This course can be found at [www.iesa.org](http://www.iesa.org) Upon course completion, a printed certificate of completion must be submitted to the IESA via the school Athletic Director.
- 2<sup>nd</sup> ejection: the coach will be required to miss the next 5 contests and pay \$250 fine to the IESA.

**C. Fans/Parents:**

- Removal from ALL future contests until completion of the National Federation of State High School Association Sportsmanship course. This course can be found at [www.iesa.org](http://www.iesa.org) Upon course completion, a printed certificate of completion must be submitted to the IESA via the school Athletic Director.

### **IESA Transfer Rules 2.060**

A transfer student is defined as one who transfers from one school to another school after the first day of classes at his/her school.

Effective with the start of the 2022-23 school year, a student who transfers after the first day of practice in a given activity will be allowed to join the team for his or her new school only if he/she did not tryout, practice, or participate in a contest for the previous school prior to the beginning of the IESA regulated season. They would still need to sit 10 days before participating in a contest for the new school.

A student who transfers from one school to another is eligible immediately if the school from which he/she transfers is involved in a co-op with the school to which he/she is transferring.

### **CONFERENCE AFFILIATION: Soy City Conference**



The following schools: American Dreamer, Dennis Lab, Hope Academy, Johns Hill Magnet, Montessori Academy of Peace, Robertson Charter, and Stephen Decatur are members of the Soy City Conference.

No conference commitments shall be made which would be inconsistent with the athletic policies of the Decatur Public Schools.

### **Participating Schools & Activities**

**American Dreamer:** Baseball (Co-Op), Softball (Co-Op), Cross Country, Soccer (Co-Op), Girls Basketball, Boys Basketball, Cheerleading, Wrestling (Co-Op), Girls Volleyball, Track & Field

**Dennis Lab:** Baseball, Softball (Co-Op), Cross Country, Soccer, Girls Basketball, Boys Basketball, Cheerleading, Wrestling (Co-Op), Girls Volleyball, Track & Field

**Hope Academy:** Baseball (Co-Op), Softball (Co-Op), Cross Country, Girls Basketball, Boys Basketball, Cheerleading, Wrestling (Co-Op), Girls Volleyball, Track & Field

**Johns Hill Magnet:** Baseball (Co-Op), Softball (Co-Op), Cross Country, Soccer, Girls Basketball, Chess Club, Show Choir, Boys Basketball, Cheerleading, Wrestling (Co-Op), Girls Volleyball, Track & Field

**Montessori Academy of Peace:** Baseball, Softball, Cross Country, Soccer, Girls Basketball, Boys Basketball, Cheerleading, Wrestling (Co-Op), Girls Volleyball, Track & Field

**Stephen Decatur:** Baseball, Softball, Cross Country, Soccer, Girls Basketball, Boys Basketball, Cheerleading, Wrestling, Girls Volleyball, Track & Field

### **Tryouts / Team Roster Cuts/Sports Physicals**

In all sports/activities where there are “roster limitations”, there is a chance that the school’s coaching staff might have to hold tryouts and make roster cuts to meet these limits due to the number of students trying out. The IESA and/or DPS restricts roster numbers in the following sports/activities: Softball, Baseball, Soccer, Girls Basketball, Boys Basketball, Cheerleading, and Volleyball.

The District requires a minimum of a 3-day tryout in Middle School sports/activities where cuts are deemed necessary. The try-out schedule will be designated by the coach and Athletic Director. **A current physical MUST be on file with the office, nurse, or Athletic Director prior to try-out for an activity. *These Physicals must be renewed EVERY year of participation.*** A pre-season informational meeting will be held (in addition to in-school announcements and/or fliers and online notifications) as to when a specific sport/activity will begin tryouts or practices. Coaches will determine (with the assistance of the school’s Athletic Director) a practice schedule utilizing the availability of the school’s athletic facilities. Every effort will be made to notify all students (prior to the beginning of a sport season) as to when tryouts/practices will begin.

Team roster cuts may be based upon (but not limited to) the student’s: ability in the sport; age/academic status; disciplinary/behavior issues in school; attendance at tryouts/practices/contests; and their ability to work cooperatively with other team athletes and coaches in the sport.

### **ACTIVITY / PARTICIPATION FEES:**

Every student athlete is expected to pay a participation fee of \$10.00 per sport upon making the team and by the end of the first week of regular practice activity. There is a \$50 maximum per student/ school year. If a parent/guardian writes a check, it must be made out to the school of enrollment.

### **Dual Participation in Middle School Sports\***

In DPS61, Middle School students may participate in more than one athletic activity at a time throughout the school year. Due to the various calendar dates over which DPS/IESA sports seasons occur, there might be a situation where a student wishes to try-out for/participate in more than 1 sport and/or activity at the same time (dual participation). In the instances where this occurs, the student athlete must determine, in writing, which sport/activity is their primary activity at the beginning of the seasons in conflict. Their commitment of a “primary” sport/activity will indicate their 1<sup>st</sup> area priority (choice) in the event of a scheduling conflict between 2 or more co-existing athletic events. \*A copy of the athlete’s choice of their primary sport/activity will be on file with the school Athletic Director and given to all coaches involved.

The precedent for attendance at/participating in the primary sport/activity is as follows:

- Games over Practice
- Primary choice Games over secondary choice Games
- Games/Practices over Open Gyms
- Primary practices over secondary practices.
- In the event where there are overlapping /conflicting practices the coaches shall get together to work out a shared time schedule so that the student might be able to attend both sports where the overlap might occur.
- No coach may penalize a student athlete participating in multiple overlapping activities for missing a practice or contest when following the precedent set above.

### **Daily Attendance / Athletic Contest Participation:**

District policy states that a student must be “in attendance” at school at least ½ day on the day of an athletic contest in order to be allowed to participate in that day’s contest.

*Each individual school’s “1/2 day” is determined by their actual bell schedule... \*i.e.: a ½ day at an “early dismissal school” might be 10:45 AM, whereas at a “later dismissal school” their ½ day might be 12:05 PM.*

Items such as “doctor/dentist appointments, funerals, and court appearances.” are all excused providing that the parent/legal guardian signs the student in/out at the school office for said events.

\*School-sponsored events, such as off-campus field trips and performances are also excused.

### **Punctuality**

**Parent will bring their child to practice on time and they will pick up their child from practice, home games and away games no later than 10 minutes after practice or game is over. The coaches stay to protect your child, please respect the coach by being responsible. Failure to be**

**to practice on time and coming later than 10 minutes to pick your child up, may affect their playing time.**

## **Parental Concerns Policy**

A copy of the team rules, seasonal activity participation, and the Athletic Code will be distributed to parents and attached to the permission form. Coaches shall have mandatory parent meeting before the start of the sport season and review their rules and schedules. Parents are expected to be role models of good sportsmanship and support for the sport that their student participates.

In the event that a parent has a concern involving a coach or sport program that their student participates; the following guidelines shall be followed:

1. Concerns such as playing time, player positions, coaching philosophy and/or game strategy are **NOT** items warranting individual coach/parent discussion.
2. No conversations between player, coach, or parent should occur within 24 hours of situation.
3. The student-athlete should directly address the coach to attempt to resolve the issue at hand.
4. Other parent concerns shall be addressed by the parent making an appointment with the coach for a private parent/coach conversation to discuss the concern and reach a resolution. Parent/Coach conversations should **not** be conducted in front of the players or during scheduled practice times.
5. If the parent/coach meeting does not resolve the concern, the parent may request a meeting with the Athletic Director, Coach, and Parent to further discuss the concern and reach a resolution.
6. If this meeting does not resolve the concern, a final meeting including the Principal, the Athletic Director, the Coach, and the Parent will be scheduled to discuss the concern.
7. The Principal is the administrative head of all inter-scholastic activities in the school and is the IESA District Representative for the District. The FINAL decision and appeal for a resolution of the concern will be made by the Principal after the FINAL meeting.

## **ADMISSION PRICES PER EVENT**

Soccer, Baseball / Softball, Cross Country, Track & Field = FREE

Boys & Girls Basketball, Volleyball, Wrestling =	\$2	K – 12
	\$3	Adults
	Free	Seniors

**Decatur Public Schools #61**  
**Middle School Interscholastic –Extramural Information and Permission Form**

**General**

Student Name\_\_\_\_\_

Address\_\_\_\_\_

Phone\_\_\_\_\_ Birthdate: Month\_\_\_\_\_ Day\_\_\_\_\_ Year\_\_\_\_\_  
Present Age\_\_\_\_\_ Grade\_\_\_\_\_ Sex\_\_\_\_\_ E-mail:\_\_\_\_\_

School Attending\_\_\_\_\_

Person to Notify in Case of Emergency\_\_\_\_\_

Address\_\_\_\_\_ Phone\_\_\_\_\_

**Participation Fee**

A \$10 fee per activity will be paid by the participant when the final rosters in athletics and cheerleading are determined.  
**(\$50.00 max per family/per building) The participation fee is due to the Athletic Director by the of the 1<sup>st</sup> full week of regular practice.**

**Disclaimer of Liability**

The Decatur Public Schools, its athletic department, and its staff do not assume any liability for any injuries incurred while a student is participating in athletics, or while student is in route to or from any athletic contest.

Students participating the athletic program and using the equipment and facilitates of Decatur Public Schools do so at their own risk. Sports are physical in nature, and those who elect to participate must recognize that injuries may occur which could be crippling for life. Two sports, which have a greater potential for injury because they are contact sports are football and wrestling.

The Decatur Public Schools and its staff shall not be liable for any damages arising from personal injury sustained by the participant. The participant and his/her parents assume full responsibility for any damages or injuries which may occur during practice, games, travel to and from athletic contests, and so hereby fully and forever exonerate and discharge the Decatur Public Schools, its athletic department, its staff, its Board of Education employees, and agents from any and all clams, demands, damages, rights of action, causes of action present or future whether the same be known, anticipated, or unanticipated results from or arising out of participation in athletics and the use of school district facilities while a member of an athletic team.

**PERMISSION TO PARTICIPATE AND CONFIRMATION OF RECEIPT OF AHTLETIC CODE, SEASONAL ACTIVITY PARTICIPATION.**

I have reviewed the attached athletic code, seasonal activity participation, and team rules with the student listed above. We agree that he/she will abide by them. The above student has my permission to take part in all sports offered in the interscholastic and/or extramural program.

I have reviewed this document carefully, and I understand and agree to abide by the information. I confirm that my son or daughter is covered by insurance.

Signature of Parent or Guardian\_\_\_\_\_

Date\_\_\_\_\_



## **DPS #61: AGREEMENT TO PARTICIPATE**

Each student and his or her parent/guardian must read and sign this ***Agreement to Participate*** each year before being allowed to participate in interscholastic sport(s) or intramural athletics. The completed ***Agreement*** shall be returned to the Coach.

Student name (printed)

1. I wish to participate in the following interscholastic sport(s): \_\_\_\_\_ (fill in blank)
2. Before I will be allowed to participate, I must provide the School District with a certificate of physical fitness (if participating in interscholastic sport(s), the Pre-Participation Physical Examination Form serves this purpose), and complete any forms required by the Illinois Elementary School Association (IESA)
3. I agree to abide by all conduct rules and will behave in a sportsmanlike manner. I agree to follow the coaches' instructions, playing techniques, and training schedule as well as all safety rules.
4. I understand that Board policy 7:305, ***Student Athlete Concussions and Head Injuries***, requires, among other things, that a student athlete who exhibits signs and symptoms, or behaviors consistent with a concussion or head injury must be removed from participation or competition at that time and that such student will not be allowed to return to play unless cleared to do so by a physician licensed to practice medicine in all its branches or a certified athletic trainer and subject to all District return-to-play and return-to-learn protocols.
5. I am aware that with participation in sports comes the risk of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the highest risk. I am aware that participating in sports involves travel with the team. I acknowledge and accept the risks inherent in the sport(s) or athletics in which I will be participating and, in all travel, involved. I agree to hold the District, its employees, agents, coaches, school board members, and volunteers harmless from any and all liability, actions, claims, or demands of any kind and nature whatsoever that may arise by or in connection with my participating in the school-sponsored interscholastic sport(s) or intramural athletics. The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Student Activity Preference Sheet**

\* Students should rank ONLY the activities in which they are planning to participate during the school year.

\* Students should rank their interest in participating from 1 (highest) to .....

\* The higher ranked activity will take priority if a conflict between the events arises during the course of the school year. Coaches of the involved activities will make all reasonable accommodations to decrease the amount of conflicts.

<u><b>ACTIVITY</b></u>		<u><b>SEASON RANGE</b></u>	<u><b>RANK</b></u>
<u>Girls Softball</u>	.....	1st week of Aug - 4th week of Sept	- _____
<u>Boys Baseball</u>	.....	1st week of Aug - 1st week of Oct	- _____
<u>Cross Country</u>	.....	1st week of Aug - 3rd week of Oct	- _____
<u>Show Choir</u>	.....	3rd week of Aug - 3rd week of Mar	- _____
<u>Girls Basketball</u>	.....	4th week of Aug - 2nd week of Dec	- _____
<u>Scholastic Bowl</u>	.....	1st week of Oct - 1st week of May	- _____
<u>Boys Basketball</u>	.....	3rd week of Oct - 3rd week of Feb	- _____
<u>Cheerleading</u>	.....	3rd week of Oct - 3rd week of Feb	- _____
<u>Wrestling</u>	.....	4th Week of Nov - 2nd week of Mar	- _____
<u>Volleyball</u>	.....	4th week of Nov to 3rd week of Mar	- _____
<u>Chess Club</u>	.....	1st week of Dec - 4th week of Feb	- _____
<u>Track &amp; Field</u>	.....	4th week of Feb to 4th week of May	- _____

\* Season ranges are based on the IESA guidelines for the start of practice to the conclusion of the post season.

*created 1/2021*

## **Parent Participation Permit**

To be read and signed by the parent/guardian of the student: \_\_\_\_\_

1. I am the parent/guardian of the above named student and give my permission for my child or ward to participate in the interscholastic sport(s) or intramural athletics indicated. I have read the above Agreement to Participate and understand its terms.

2. I acknowledge having received the attached Concussion Information Sheet.

3. I understand that all sports can involve many risks of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the higher risk. I am aware that participating in sports involves travel with the team. In consideration of the School District permitting my child to participate, I agree to hold the District, its employees, agents, coaches, board members and volunteers harmless from any and all liability, actions, claims or demands of any kind and nature whatsoever that may arise by or in connection with the participation of my child in the sport(s) or athletics. I assume all responsibility and certify that my child is in good physical health and is capable of participation in the above indicated sport or athletics.

Parent/Guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Emergency Contact Information**

Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Day phone number: \_\_\_\_\_

Evening phone number: \_\_\_\_\_

Cell phone number: \_\_\_\_\_

Other: \_\_\_\_\_

Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Day phone number: \_\_\_\_\_

Evening phone number: \_\_\_\_\_

Cell phone number: \_\_\_\_\_

Other: \_\_\_\_\_

### **Parental Concerns Policy**

A copy of the team rules, seasonal activity participation, and Athletic Code will be distributed to parents and attached to the permission form. Coaches shall have a mandatory parent meeting before the start of the sport season to review their rules, expectations, and schedules. Parents & Players are expected to attend their respective activity meeting(s). Parents are expected to be role models of good sportsmanship and support for their students' school.

In the event that a parent has a concern involving a coach or program that their student participates; the following guidelines shall be followed.

- 1) Concerns such as playing time, player positions, coaching philosophy and/or game strategy are **NOT** items warranting individual coach/parent discussion.
- 2) No conversations between player, coach, or parent should occur within 24 hours of situation.
- 3) The student-athlete should directly address the coach to attempt to resolve the issue at hand.
- 4) Other parent concerns shall be addressed by the parent making an appointment with the coach for a private parent/coach conversation to discuss the concern and reach a resolution. Parent/Coach conversations should **not** be conducted in front of the players or during scheduled practice times.
- 5) If the parent/coach meeting does not resolve the concern, the parent may request a meeting with the Athletic Director, Coach, and Parent to further discuss the concern and reach a resolution.
- 6) If this meeting does not resolve the concern, a final meeting including the Principal, the Athletic Director, the Coach, and the Parent will be scheduled to discuss the concern.
- 7) The Principal is the administrative head of all inter-scholastic activities in the school and is the IESA District Representative for the District. The FINAL decision and appeal for a resolution of the concern will be made by the Principal after the FINAL meeting.

*I have received and reviewed the Parent/Student Guide & Handbook for DPS #61 for Middle School Athletics.*

Print: \_\_\_\_\_ Sign: \_\_\_\_\_





## ■ PREPARTICIPATION PHYSICAL EVALUATION

### MEDICAL ELIGIBILITY FORM

Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

- ☐ Medically eligible for all sports without restriction
- ☐ Medically eligible for all sports without restriction with recommendations for further evaluation or treatment of
- ☐ Medically eligible for certain sports
- ☐ Not medically eligible pending further evaluation
- ☐ Not medically eligible for any sports

Recommendations: \_\_\_\_\_

I have examined the student named on this form and completed the preparticipation physical evaluation. The athlete does not have apparent clinical contraindications to practice and can participate in the sport(s) as outlined on this form. A copy of the physical examination findings are on record in my office and can be made available to the school at the request of the parents. If conditions arise after the athlete has been cleared for participation, the physician may rescind the medical eligibility until the problem is resolved and the potential consequences are completely explained to the athlete (and parents or guardians).

Name of health care professional (print or type): \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature of health care professional: \_\_\_\_\_, MD, DO, NP, or PA

### SHARED EMERGENCY INFORMATION

Allergies: \_\_\_\_\_

Medications: \_\_\_\_\_

Other information: \_\_\_\_\_

Emergency contacts: \_\_\_\_\_



## ■ PREPARTICIPATION PHYSICAL EVALUATION

### HISTORY FORM

Note: Complete and sign this form (with your parents if younger than 18) before your appointment.

Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Date of examination: \_\_\_\_\_ Sport(s): \_\_\_\_\_

Sex assigned at birth (F, M, or intersex): \_\_\_\_\_ How do you identify your gender? (F, M, or other): \_\_\_\_\_

List past and current medical conditions. \_\_\_\_\_

Have you ever had surgery? If yes, list all past surgical procedures. \_\_\_\_\_

Medicines and supplements: List all current prescriptions, over-the-counter medicines, and supplements (herbal and nutritional).

Do you have any allergies? If yes, please list all your allergies (ie, medicines, pollens, food, stinging insects).

#### Patient Health Questionnaire Version 4 (PHQ-4)

Over the last 2 weeks, how often have you been bothered by any of the following problems? (Circle response.)

	Not at all	Several days	Over half the days	Nearly every day
Feeling nervous, anxious, or on edge	0	1	2	3
Not being able to stop or control worrying	0	1	2	3
Little interest or pleasure in doing things	0	1	2	3
Feeling down, depressed, or hopeless	0	1	2	3

(A sum of  $\geq 3$  is considered positive on either subscale [questions 1 and 2, or questions 3 and 4] for screening purposes.)

GENERAL QUESTIONS (Explain "Yes" answers at the end of this form. Circle questions if you don't know the answer.)	Yes	No
1. Do you have any concerns that you would like to discuss with your provider?		
2. Has a provider ever denied or restricted your participation in sports for any reason?		
3. Do you have any ongoing medical issues or recent illness?		
HEART HEALTH QUESTIONS ABOUT YOU	Yes	No
4. Have you ever passed out or nearly passed out during or after exercise?		
5. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?		
6. Does your heart ever race, flutter in your chest, or skip beats (irregular beats) during exercise?		
7. Has a doctor ever told you that you have any heart problems?		
8. Has a doctor ever requested a test for your heart? For example, electrocardiography (ECG) or echocardiography.		

HEART HEALTH QUESTIONS ABOUT YOU (CONTINUED)	Yes	No
9. Do you get light-headed or feel shorter of breath than your friends during exercise?		
10. Have you ever had a seizure?		
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY	Yes	No
11. Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 35 years (including drowning or unexplained car crash)?		
12. Does anyone in your family have a genetic heart problem such as hypertrophic cardiomyopathy (HCM), Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy (ARVC), long QT syndrome (LQTS), short QT syndrome (SQTS), Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia (CPVT)?		
13. Has anyone in your family had a pacemaker or an implanted defibrillator before age 35?		

BONE AND JOINT QUESTIONS	Yes	No
14. Have you ever had a stress fracture or an injury to a bone, muscle, ligament, joint, or tendon that caused you to miss a practice or game?		
15. Do you have a bone, muscle, ligament, or joint injury that bothers you?		
MEDICAL QUESTIONS	Yes	No
16. Do you cough, wheeze, or have difficulty breathing during or after exercise?		
17. Are you missing a kidney, an eye, a testicle (males), your spleen, or any other organ?		
18. Do you have groin or testicle pain or a painful bulge or hernia in the groin area?		
19. Do you have any recurring skin rashes or rashes that come and go, including herpes or methicillin-resistant <i>Staphylococcus aureus</i> (MRSA)?		
20. Have you had a concussion or head injury that caused confusion, a prolonged headache, or memory problems?		
21. Have you ever had numbness, had tingling, had weakness in your arms or legs, or been unable to move your arms or legs after being hit or falling?		
22. Have you ever become ill while exercising in the heat?		
23. Do you or does someone in your family have sickle cell trait or disease?		
24. Have you ever had or do you have any problems with your eyes or vision?		

MEDICAL QUESTIONS (CONTINUED)	Yes	No
25. Do you worry about your weight?		
26. Are you trying to or has anyone recommended that you gain or lose weight?		
27. Are you on a special diet or do you avoid certain types of foods or food groups?		
28. Have you ever had an eating disorder?		
FEMALES ONLY	Yes	No
29. Have you ever had a menstrual period?		
30. How old were you when you had your first menstrual period?		
31. When was your most recent menstrual period?		
32. How many periods have you had in the past 12 months?		

Explain "Yes" answers here.

**I hereby state that, to the best of my knowledge, my answers to the questions on this form are complete and correct.**

Signature of athlete: \_\_\_\_\_

Signature of parent or guardian: \_\_\_\_\_

Date: \_\_\_\_\_

© 2019 American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine. Permission is granted to reprint for noncommercial, educational purposes with acknowledgment.

**Keep for Personal Records**



## ■ PREPARTICIPATION PHYSICAL EVALUATION

### PHYSICAL EXAMINATION FORM

Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

#### PHYSICIAN REMINDERS

- Consider additional questions on more-sensitive issues.
  - Do you feel stressed out or under a lot of pressure?
  - Do you ever feel sad, hopeless, depressed, or anxious?
  - Do you feel safe at your home or residence?
  - During the past 30 days, did you use chewing tobacco, snuff, or dip?
  - Do you drink alcohol or use any other drugs?
  - Have you ever taken anabolic steroids or used any other performance-enhancing supplement?
  - Have you ever taken any supplements to help you gain or lose weight or improve your performance?
  - Do you wear a seat belt, use a helmet, and use condoms?
- Consider reviewing questions on cardiovascular symptoms (Q4–Q13 of History Form).

EXAMINATION		
Height:	Weight:	
BP: / ( / )	Pulse:	Vision: R 20/ L 20/ Corrected: <input type="checkbox"/> Y <input type="checkbox"/> N
MEDICAL	NORMAL	ABNORMAL FINDINGS
Appearance <ul style="list-style-type: none"> <li>Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, hyperlaxity, myopia, mitral valve prolapse [MVP], and aortic insufficiency)</li> </ul>		
Eyes, ears, nose, and throat <ul style="list-style-type: none"> <li>Pupils equal</li> <li>Hearing</li> </ul>		
Lymph nodes		
Heart <sup>a</sup> <ul style="list-style-type: none"> <li>Murmurs (auscultation standing, auscultation supine, and ± Valsalva maneuver)</li> </ul>		
Lungs		
Abdomen		
Skin <ul style="list-style-type: none"> <li>Herpes simplex virus (HSV), lesions suggestive of methicillin-resistant <i>Staphylococcus aureus</i> (MRSA), or tinea corporis</li> </ul>		
Neurological		
MUSCULOSKELETAL	NORMAL	ABNORMAL FINDINGS
Neck		
Back		
Shoulder and arm		
Elbow and forearm		
Wrist, hand, and fingers		
Hip and thigh		
Knee		
Leg and ankle		
Foot and toes		
Functional <ul style="list-style-type: none"> <li>Double-leg squat test, single-leg squat test, and box drop or step drop test</li> </ul>		

<sup>a</sup> Consider electrocardiography (ECG), echocardiography, referral to a cardiologist for abnormal cardiac history or examination findings, or a combination of those.

Name of health care professional (print or type): \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature of health care professional: \_\_\_\_\_, MD, DO, NP, or PA



## Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:	
<ul style="list-style-type: none"><li>• Headaches</li><li>• “Pressure in head”</li><li>• Nausea or vomiting</li><li>• Neck pain</li><li>• Balance problems or dizziness</li><li>• Blurred, double, or fuzzy vision</li><li>• Sensitivity to light or noise</li><li>• Feeling sluggish or slowed down</li><li>• Feeling foggy or groggy</li><li>• Drowsiness</li><li>• Change in sleep patterns</li></ul>	<ul style="list-style-type: none"><li>• Amnesia</li><li>• “Don’t feel right”</li><li>• Fatigue or low energy</li><li>• Sadness</li><li>• Nervousness or anxiety</li><li>• Irritability</li><li>• More emotional</li><li>• Confusion</li><li>• Concentration or memory problems (forgetting game plays)</li><li>• Repeating the same question/comment</li></ul>
Signs observed by teammates, parents and coaches include:	
<ul style="list-style-type: none"><li>• Appears dazed</li><li>• Vacant facial expression</li><li>• Confused about assignment</li><li>• Forgets plays</li><li>• Is unsure of game, score, or opponent</li><li>• Moves clumsily or displays in coordination</li><li>• Answers questions slowly</li><li>• Slurred speech</li><li>• Shows behavior or personality changes</li><li>• Can’t recall events prior to hit</li><li>• Can’t recall events after hit</li><li>• Seizures or convulsions</li><li>• Any change in typical behavior or personality</li><li>• Loses consciousness</li></ul>	

### **What can happen if my child keeps on playing with a concussion or returns too soon?**

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student-athlete's safety.

### **If you think your child has suffered a concussion**

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. The Return-to-Play Policy of the IESA and IHSA requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest. In accordance with state law, all schools are required to follow this policy.

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

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

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

### **Student/Parent Consent and Acknowledgements**

By signing this form, we acknowledge we have been provided information regarding concussions.

#### **Student**

Student Name (Print): \_\_\_\_\_

Grade: \_

Student Signature: \_\_\_\_\_

Date: \_

#### **Parent or Legal Guardian**

Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_

Relationship to Student: \_\_\_\_\_

Each year IESA member schools are required to keep a signed Acknowledgement and Consent form and a current Pre-participation Physical Examination on file for all student athletes.

Concussion Information [www.cdc.gov/concussioninyouthsports](http://www.cdc.gov/concussioninyouthsports)



# **High School Athletics Policy Handbook**

**2025-2026  
School Year**

## TABLE OF CONTENTS

<b>Philosophy of the Decatur Public Schools Athletic Program</b>	4
<b>Statement of Purpose for the Athletic Program of School District 61</b>	5
<b>Organization of Administration</b>	6
The Illinois High School Association	6
Conference Affiliation	7
The Decatur School Board	7
The Superintendent of Schools	7
The High School Principals	8
Procedures for Establishing Policy Guide	8
<b>Coaches</b>	8
Coaches Code of Ethics	8
<b>Athletic Program</b>	9
Interscholastic Program	9
Guidelines for Cutting	10
Disciplinary Action	11
<b>Assistant Principal/Athletic Director</b>	11
Athletic Officials	11
<b>Transportation</b>	12
Transportation Policy	12
Transportation Procedures	13
Transportation Policy for Intra-City Games	14
<b>Students</b>	14
Student Code of Ethics	14
Athletic Code	15
Seasonal Activity Participation	16
Student Assignments, Residency, and Transfers	17
Scholastic Standing	18

Weekly Eligibility Check	18
Age	19
Athletic Injuries	19
Insurance	19
Physical Examination	19
Parent Permits	19
Participation Fee	20
Policy for Students Attending State Tournaments	20
Standards and Awards for Interscholastic Sports	20
<b>District Forms</b>	21
Athletic Insurance and Participation Information Form	21
Parent Permit	23
IHSA Pre-participation Examination Link	24
Concussion Information Sheet	25
IHSA Performance Enhancing Substance Testing Policy	27
Acknowledgement and Consent	28
Student Accident Report	29
Athletic Finger Tip Facts and Figures	30
Home Game Personnel Athletic Time Sheet	31



## **PHILOSOPHY OF THE DECATUR PUBLIC SCHOOLS ATHLETIC PROGRAM**

The athletic program is an integral part of the education of all students who attend the Decatur Public Schools. Our goals and objectives are consistent with and comparable to those of the school district. All students have an equal opportunity to participate in athletic programs. No student shall be deprived of the right to participate because of lack of financial resources, nationality, race, color, religion, or sex, sexual orientation, disability, or marital status.

The athletic program will be broad based and as extensive as the facilities, staff, and finances can adequately support.

The leadership shall be of the highest quality so as to exemplify to the participants the desired type of individual to be developed from the athletic program.

The measurement of success of the leadership is not limited to won and lost records. It includes the success experienced in helping each participant develop his/her talents and desirable personal characteristics to their fullest.

The athletic program is a laboratory where students experience many of life's situations. Participation in this laboratory activity offers students the opportunity to improve character, dignity, self-worth, and concern for others. Students may learn to develop these human traits and grow as individuals to the extent of their capacity.

**STATEMENT OF PURPOSE FOR THE ATHLETIC PROGRAM OF  
SCHOOL DISTRICT 61**

- A. Participation helps develop character, social competence, cooperation, and moral and ethical values that are an everyday part of our society.
- B. Participation develops a mutual respect for all who are involved in the competition: teammates, opponents, coaches, and officials.
- C. Participants must learn to abide by the rules, regulations, and decisions of officials, just as we all must abide by the laws that govern our society.
- D. Participation leads to a better understanding of our democratic ideals, social and economic well-being, and the spirit of fair play.
- E. Participation teaches a student that discipline and self-sacrifice are necessary ingredients of team work, if the end result is to be accomplished.
- F. Through participation, the individual will develop a healthy body, a sound mind, and a better understanding of individual differences.
- G. Participation provides valuable lessons which are learned in the course of competition; for example, winning, as well as losing, reflects team effort.
- H. Competition helps to develop the fundamental processes that lead to emotional maturity and self-control.
- I. Participation in the athletic program will cause participants and spectators to look forward to attending school, resulting in an improved student attitude toward school and school-related activities.
- J. Participation in athletic competition will give students an opportunity to achieve, not only for themselves, but for their team and school community and receive their just rewards in return.
- K. The individual school administration must provide adequate control and safety measures for the participants, officials, and spectators in order to insure the proper atmosphere for interscholastic events.
- L. Members of the athletic staff shall abide by the rules and regulations and officials' decisions which govern each sport, maintain the highest standard of ethics, recognize each participant as an individual, conduct themselves in a manner befitting their responsibilities, and develop the kind of rapport with the total school community that will improve the total educational program.

## **ORGANIZATION AND ADMINISTRATION THE ILLINOIS HIGH SCHOOL ASSOCIATION**

Dwight D. Eisenhower and Douglas MacArthur High Schools are members of the state association which determines the overall pattern for inter-school athletics in Illinois.

As stated in the constitution of the IHSA:

This Association shall be known as the Illinois High School Association (IHSA). It shall be the purpose of this Association to provide leadership for the development, supervision, and promotion of interscholastic competition and other activities in which its member schools engage. Participation in such interscholastic activities offers eligible students experiences in an educational setting which may provide enrichment to the educational experience.

This Association, through the employment of the instrumentalists, hereinafter shall:

1. supervise and regulate all of the interscholastic activities in which its member schools may engage; and
2. perform such other functions related to interscholastic activities as may from time to time be approved and adopted by the membership.

In the performance of these functions, the objectives of the Association shall be:

1. to stress the educational importance, the cultural values, the appreciations and skills involved in all interscholastic activities, and to promote cooperation and friendship;
2. to regulate interscholastic programs in both character and quantity according to the accepted objectives of secondary education so that interscholastics shall not unduly interfere with nor abridge the regular program of teachers and students in the performances of their regular day to day school duties;
3. to encourage economy in the time of the student and teacher personnel devoted to interscholastic activities;
4. to encourage economy in expenses of interscholastic activities; and to promote only those activities which enhance the school's desired educational goals.

## **CONFERENCE AFFILIATION**

The two Decatur public high schools (Dwight D. Eisenhower and Douglas MacArthur) are members of the Central State 8 Conference.

No conference commitments shall be made which would be inconsistent with the athletic policies of the Decatur high schools.

## **THE DECATUR SCHOOL BOARD**

The Board of Education, responsible directly to the people, is the supreme educational agency for the public schools.

The duties of the Board of Education in athletic matters may be considered to be the same as for education generally. They are as follows:

1. interpreting the needs of the community and requirements of the professional organization;
2. developing policies in accordance with the law and in accordance with the educational needs and wishes of the people;
3. approving means by which professional agents and agencies may make these policies effective;
4. furnishing financial means which provide physical and educational conditions by which organized activity may be carried on;
5. appraising the efficiency of the agents and of the service rendered in terms of their value to the community;
6. keeping the people intelligently informed of the purpose, value, conditions, and needs of the public education within the community.

## **THE SUPERINTENDENT OF SCHOOLS**

The executive function is delegated to the Superintendent of Schools who is charged with the responsibility for devising means and ways of executing efficiently the policies adopted by the Board of Education.

The Superintendent of Schools recommends to the Board of Education the appointment of principals, coaches, assistant coaches, supervisors, and others who are given any responsibility for the handling of inter-school athletics.

He or she approves all policies and procedures recommended by his/her staff and is, in fact, directly responsible to the school board for the successful performance of the organization.

## **THE HIGH SCHOOL PRINCIPALS**

The high school principal is the administrative head of the inter-scholastic athletic activities just as he/she is of all other activities at the school.

As members of Administrative Cabinet, the high school principals help formulate policies. As administrative heads of the schools, they are directly responsible to the state athletic association and the Deputy Superintendent of Schools for the conduct of the schools' athletic activities.

Some specific duties of the Administrative Team and/or Athletic Director are:

1. certifying the eligibility of all players,
2. signing contracts for games,
3. signing contracts for officials,
4. representing the school's position concerning issues which are presented by the IHSA and the Athletic Conference.
5. management and consistent monitoring of the overall athletic program.

## **PROCEDURE FOR ESTABLISHING ATHLETIC POLICY GUIDE**

The athletic directors receive input from the coaching staff in their buildings. Annually, the athletic directors then meet to make recommendations for additions, revisions, or deletions to the present policy.

Recommendations are then taken to the Assistant Superintendent, Chief Financial Officer and/or designated designee. Items recommended by the athletic directors and approved by the Assistant Superintendent become included in the athletic policy guide. Changes to the policy guide must be approved by the Board of Education.

## **THE COACHES CODE OF ETHICS**

(National Federation Interscholastic Coaches Association)

The function of a coach is to educate students through participation in interscholastic competition. The activity shall be designed to enhance academic achievement and never interfere with opportunities for academic success. Each student shall be treated with the upmost respect, and his or her as welfare must be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors.

The coach must be aware that he or she has a tremendous influence, either good or ill, in the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.

The coach shall follow the social media rules and guidelines as outlined by District policy.



The coach shall uphold the honor and dignity of the profession. In all personal contact with the students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

The coach shall take an active role in the prevention of drug, alcohol, and tobacco abuse.

The coach shall avoid the use of alcohol and tobacco products when in contact with players.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

The coach shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.

The coach shall exert his or her influence to enhance sportsmanship by spectators, and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

The coach shall respect and support contest officials. The coach shall not indulge in conduct which will incite players or spectators against the officials. Public criticism of officials or players is unethical.

The coach should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.

The coach shall not exert pressure on faculty members to give student special consideration.

The coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

### **ATHLETIC PROGRAM INTERSCHOLASTIC PROGRAM**

Each of the high schools will offer a program for boys which consists of football, basketball, baseball, cross country, track and field, tennis, golf, soccer, and wrestling. The girl's program will include cross country, soccer, volleyball, wrestling, tennis, golf, basketball, track and field, and softball. The following sports are offered as a co-op between the 2 high schools: Cross Country, Tennis, Soccer. Cheerleading and E-Sports are co-educational programs offered at both high schools. DPS also offers swimming as individual entries for the IHSA series.

Our district also sponsors representatives to state meets for sports in which we do not have teams. Please see the section entitled "Special Entry Program" for guidelines.

The following chart includes the sports and number of contests permitted in each sport including all tournaments except the IHSA series.

	Varsity	JV/Sophomore	Freshman
Football	9 games	9	9
Basketball	31 games		
Baseball	35 games	35 games	
Bowling	20 dates		
Cross Country	I = 18 dates T = 15 dates		
Golf	18 dates		
Soccer	25 games		
Softball	35 games	35 games	
Tennis	I = 20 dates		
Track & Field	I = 21 dates T = 18 dates	8 outdoor	
Volleyball	31 games		
Wrestling	T=18+0 Trn T=17+1 Trn T=16+2 Trn T=15+3 Trn T=14+4 Trn	12	

\* The number of contests permitted is restricted to the number listed for the two squads. The IHSA sponsored tournaments are permitted in addition to the number of contests listed.

### Additional Program Guidelines:

If, because of the shortage of coaches, a coach cannot be hired to coach a team, the team may not be formed.

## **GUIDELINES FOR CUTTING**

Each participant shall be assured a minimum of three practices before he/she is cut. The number three is used for sports where a large number of candidates try out and there is a limited amount of practice time before the first scheduled contest. Where a fewer number try out, the coach may want to permit more practices before making his first cut. Students, who report late due to participation in other approved school district sports or activities, will have the opportunity to participate in a least three practices before they are cut.

Every effort shall be made by the coach to provide each candidate with an opportunity to demonstrate his/her skill in as many areas as feasible which relate to that particular sport and with the proper equipment to demonstrate this skill.

In all of his/her contact with the players, the coach must make every effort to treat all candidates fairly and as impartially as possible, recognizing that he may know some candidates from previous associations.

It shall also be the responsibility of the coach, when asked, to encourage, advise, and counsel those athletes cut from the squad to help them prepare for the following year and better understand the reasons for being cut.

### **DISCIPLINARY ACTION**

Participation in athletics is a privilege.

When a student is dropped from his/her team for disciplinary reasons, it is important that he/she receive a fair notice and that he/she be given an opportunity to appeal to administration.

All coaches are responsible for reviewing the athletic code, individual school rules, and rules for their respective sport during the first week of practice with the Athletic Director, assistant coaches, students, and parents.

### **ATHLETIC DIRECTOR AND ATHLETIC OFFICIALS**

#### Hiring of Officials

The hiring of officials shall be mutually satisfactory to the schools involved in the contest concerned. Decatur Public Schools also will conform with conference rules pertaining to the selection of officials. For varsity basketball contests involving intra-city teams, three officials will be hired.

#### Number of Officials (Boys Contests)

<b>Sport</b>	<b>Varsity</b>	<b>Jr. Varsity</b>	<b>Sophomore</b>	<b>Fr-Soph</b>	<b>Freshman</b>
<b>Baseball</b>	2			2	
<b>Basketball</b>	3		3		2
<b>Football</b>	5		4		4
<b>Soccer</b>	3				
<b>Track</b>	2				
<b>Wrestling</b>	2				

#### Number of Officials (Girls Contests)

<b>Sport</b>	<b>Varsity</b>	<b>Jr. Varsity</b>	<b>Sophomore</b>	<b>Fr-Soph</b>	<b>Freshman</b>
<b>Basketball</b>	3		3		
<b>Softball</b>	2			2	
<b>Track</b>	2				
<b>Volleyball</b>	2		2		2
<b>Lines Judges=2</b>					
<b>Soccer</b>	3				

Please refer to the "Finger Tip Facts and Figures" to determine the pay rate.

### **TRANSPORTATION POLICY**

The guidelines for using school district transportation are:

- A. A yellow school bus or school activity bus shall be used whenever possible. This is the safest means of transportation for our athletes.
- B. A school district van shall be used when there are eight or fewer people making the trip (eight passenger vans includes the driver). Consideration may also be given to using the vans when they are not being used for other school district business and it is more economical to take vans than a bus. For example, vans may be used to transport basketball or wrestling teams to holiday tournaments.

Only school district employees with a valid driver's license shall be permitted to drive a school van. No school employee may transport students in school or private vehicles unless authorized by the administration.

- C. The district prefers that a coach not use his/her personal vehicle to transport players to an athletic contest. If a coach receives permission to transport in his/her vehicle he/she must show adequate insurance coverage, each student must sign a permission form, and the coach will be reimbursed the current school district's rate for mileage when using a personal vehicle for this purpose.
- D. Students are expected to arrive and return from athletic events with their team and coach in the district provided transportation. In the rare event that a student must leave the activity due to an unusual event, the student's parent/legal guardian must present to the student's coach a note signed by them indicating they are taking the student with them and relieving the school of their responsibility of transporting the student back to the school building. A student may only leave with their parent/legal guardian. The District reserves the right to require court documentation of parental / guardian status when releasing a student to a parent/legal guardian.

- E. Every effort will be made to minimize transportation needs through the scheduling of activities.

When ordering a bus or van, a bus request shall be completed electronically. The bus request forms for fall and winter sports shall be submitted prior July 1<sup>st</sup>. Bus requests for spring sports shall be submitted by February 1<sup>st</sup>.

## **TRANSPORTATION PROCEDURES**

The Decatur Public School District provides transportation for IHSA sanctioned contests using the following as guidelines. All arrangements for the transportation of students is to be arranged by the district's transportation department, phone 362-3026.

**High School:** Transportation is restricted to active participants. Active participants include students expected to be in uniform, student manager(s), school district paid coaches, approved volunteer coaches, trainer, adults paid to act as scorekeepers or minor officials, athletic directors, and school/district administrators. Persons not eligible to ride include parents, student spectators, pom pon squads, spouses/children.

**Cheerleaders:** The district-paid cheerleading advisor must accompany the cheerleaders on the bus.

**Bus Information:** All buses must be requested through the normal district procedure. Athletics have a priority over other types of events only if ordered in advance and in this manner. Buses utilized for athletic transportation have a capacity of 62 if seated 3 to a seat. If seated 2 to a seat, the capacity is 44.

**Vans:** District 61 has a fleet of 5 student vans. Seating capacity is 8 persons including the driver. The transportation department may rent cars or vans which meet state requirements when necessary. Students are never allowed to drive district-owned or rented vehicles and are never given mileage reimbursement. Drivers must be district-approved persons. The vans are to be picked up the day of use and returned immediately after use.

**Personal Cars:** District 61 prefers that personal vehicles are not used. In limited circumstances, the district will pay a coach mileage in lieu of using a district van. A coach should never be required to drive his/her own vehicle when transporting student athletes to compete in out-of-town IHSA events. A coach is required to have administrative permission to use his/her personal vehicle prior to the event, shall submit proof of insurance, and student athletes shall be required to submit a permission form if riding in a coach's personal vehicle. Student athletes shall never be permitted to use private vehicles as transportation to compete in an out-of-town event. Students will not be reimbursed for mileage.

Vans and buses may be used for reward purposes, such as team trips to University of Illinois games. Trips to theme parks cannot be charged to the transportation or education fund. School buses and vans may be used, if available, but must be paid for from building and/or activity funds.



## TRANSPORTATION POLICY FOR INTRA-CITY GAMES

<b>Sport</b>	<b>Transportation – Furnished</b>	<b>Transportation – Not Furnished</b>
Varsity Football	X	
JV Football	X	
Sophomore Football	X	
Freshman Football	X	
Varsity Basketball (Boys and Girls)		X
JV Basketball		X
Sophomore Basketball*		X
Freshman Basketball*		X
Varsity Wrestling		X
Fr-Soph Wrestling*		X
Varsity Baseball		X
Fr-Soph Baseball*		X
Varsity Soccer (Boys and Girls)*		X
Varsity Softball		X
Fr-Soph Softball*		X
Varsity Track*		X
Fr-Soph Track*		X
Varsity Volleyball*		X
Fr-Soph Volleyball*		X

\*Bus may be used if the game is scheduled on a school day, at a time when a school bus is available. If a bus is used, coaches will not be paid mileage. Pending need.

## STUDENT CODE OF ETHICS

**Decatur Public Schools 61 considers the welfare of the student our priority consideration.**

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the athletic department. Decatur Public Schools Administration and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. All athletes shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords.

Any conduct that results in dishonor to the athlete, the team, the school, or Decatur Public Schools will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality or violations of law, tarnish the reputation of everyone associated with the athletic programs and will not be tolerated.

### **Policy Regarding Parental Concerns**

A copy of the team rules, seasonal activity participation, and the Athletic Code will be distributed to parents and attached to the permission form. Coaches shall have mandatory parent meetings

before the start of the sport season and review their rules and schedules. Parents are expected to be role models of good sportsmanship and support for the sport that their student participates.

In the event that a parent has a concern involving a coach or sport program that their student participates, the following guidelines shall be followed:

1. Concerns such as playing time, player positions, coaching philosophy or game strategy are NOT items warranting individual coach/parent discussion.
2. Other parent concerns shall be addressed by the parent making an appointment with the coach for a private parent/coach conversation to discuss the concern and reach a resolution.
3. If the meeting between the parent and coach does not resolve the concern, the parent may request a meeting with the Athletic Director and the coach to further discuss the concern and reach a resolution.
4. If this meeting does not resolve the concern, a final meeting between the Principal, the Athletic Director, the coach and the parent will be scheduled to discuss the concern.
5. The Principal is the administrative head of all inter-scholastic activities in the school and is the IHSA or IESA District Representative for the District. The final decision and appeal for a resolution of the concern will be made by the Principal after the final meeting.
6. Do not approach the coaches or players immediately following a game.

## **DECATUR PUBLIC SCHOOLS ATHLETIC CODE**

### **PROCEDURES**

1. Coaches' rules shall be written and distributed so all participants and parents may read and review them. Rules will be shared through mandatory parent meetings.
2. Each coach will hold a team meeting to review team rules with the participants at the beginning of the sport season to make sure the participants are aware of them. A copy of the team rules, seasonal activity participation, and the Athletic Code will be distributed to the parents, or available online, attached to a participation permission form.
3. Coaches' rules must also include consequences for students who violate the rules.
4. Any student accused of violating a rule and subject to a consequence of a suspension of greater than three (3) games shall be informed of the nature of the offense and may request a hearing before the Principal and Athletic Director.

### **OFFENSES IN VIOLATION OF THE HIGH SCHOOL ATHLETIC CODE**

**A student found in violation of the Athletic Code may receive consequences up to and including dismissal from the team/activity for the remainder of the season or school year. Such violations include, but are not limited to:**

- Use, possession, transfer, attempted transfer, sale or attempted sale of alcohol, tobacco products, e-cigarettes and/or any controlled/illegal substances or any lookalike, including any substance held out to be a drug, alcohol or tobacco product.

- **Violations of individual coaches' rules, insubordination, poor sportsmanship, conduct detrimental to the team and to school spirit.**
- **Violations of academic integrity and ethics.**
- **Violations of the DPS 61 Student Code of Conduct.**

## **ENFORCEMENT**

A student who violates the Athletic Code and who has been provided a hearing and assessed a consequence cannot avoid the consequence by transferring to another Decatur Public High School. The penalty will be enforced at the student's new school before the student can become eligible for participation.

## **SEASONAL ACTIVITY PARTICIPATION**

Limited dual participation in activities is permissible. The philosophy of our district is to permit a student with a special talent to contribute to the success of an activity in an additional program. The student must designate one activity as his/her primary activity. His/her first commitment is to the activity that he/she is considered to have designated as his/her primary activity.

To apply this guideline to a situation where a student has a conflict between school activities, the following procedure will be followed to resolve the situation:

- Step 1** The student shall inform teachers, coaches, etc. of the conflict and attempt to resolve the situation on his/her own.
- Step 2** Unresolved conflicts will be jointly discussed by both instructors in an attempt to reach resolution. Where possible, teachers/coaches will work to share the student fairly between conflicting activities. Consideration will be given to the nature and importance of the opposing activities. For example, games/matches, competitions, and performances take precedence over practices.
- Step 3** If the conflict cannot be resolved in the preceding steps, the matter shall be appealed to the building level administration for resolution. Resolution will then involve consideration of the designated primary activity and the nature and importance of the conflicting activity. Care will be taken to resolve the conflict in the best interest of the student and the school.

No penalty shall be assessed to the student if the resolution procedure results in a missed practice, performance, competition, etc.

### **Examples of dual participation in two athletic teams are:**

1. A soccer player who wishes to punt, kick field goals, and/or kick off for football.  
Special note - players who cross over from soccer to football need to be physically conditioned to football situations.
2. A volleyball player who wishes to participate in girls IHSA golf tournament.

3. A baseball or softball player who can fill in on the relay team for track.
4. A cheerleader must be permitted to participate in spring sports.

Sophomores, Juniors, or Seniors who quit a fall sport may not go out for a winter sport until the fall sports season is over. Special circumstances will be considered in an appeal.

Sophomores, Juniors, or Seniors who quit a winter sport may not go out for a spring sport until the winter sports season is over. Special circumstances will be considered in an appeal.

A freshman shall be allowed to leave a team on or before the first day of school for a fall sport and on or before Thanksgiving for a winter sport without being penalized.

### **STUDENT ASSIGNMENTS, RESIDENCY, AND TRANSFERS**

Student enrollment and attendance center assignments shall be governed by the Decatur School District No. 61 policies and the Illinois school residency laws found in the *Illinois School Code*.

- A. If the parent(s) of a middle/high school student move(s) after the start of the school year, the *Illinois School Code* allows that student to complete the current school year only at the same school. IHSA Athletic Eligibility By-Laws require a ruling on IHSA eligibility by the Executive Director in the event of such circumstances.
- B. Students who have attended one school while enrolled in Decatur Public Schools for their entire high school career and whose parents, custodial parent, or court appointed guardian move from the attendance area traditionally served by that school following the student's completion of the eleventh (11<sup>th</sup>) grade, may remain in that school and retain eligibility if the student has attained senior classification by the beginning of the new academic year and with the appropriate amount of credits subject to IHSA eligibility restrictions and the DPS 61 criteria below:
  - a. Parent(s) provide transportation.
  - b. Absenteeism and tardiness shall not increase beyond the student's previous record.
  - c. The student shall be picked up promptly after school or practice.
- C. Transfer Rules for Athletics
  1. If a student's attendance center is determined by an IEP Team, the student shall be eligible at either their home high school or eligible at both their home high school or at the school housing the special education setting as governed by IHSA by-laws.
  2. If a student transfers from one attendance center to another attendance center in the Decatur School District, IHSA rules will apply in all cases.

Also, the Decatur Public Schools shall abide by the IHSA Athletic Eligibility By-Laws for all provisions including Attendance (3.010), Residence (3.030), Transfer (3.040), and Scholastic Standing (3.020).

## **SCHOLASTIC STANDING**

The Board of Education Policy states:

Students in grades 9-12 must satisfy the Illinois High School Association's scholastic standing requirements (in District 61 the requirement of passing at least 25 credit hours of high school work per week). Any student participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

Each team coach will provide the athletic director a list of participants that will be used to generate the official eligibility list. The athletic director will then provide the official participant list to the eligibility secretary who will in turn generate a master eligibility list. The secretary will then provide this official list to each teacher for the eligibility grade checks. Each week the eligibility secretary will provide to the athletic director, appropriate coach, and the building principal a list of any student athlete who is failing and/or is ineligible for athletic participation the next week. It is imperative that all teachers enter grades into the grading system by Thursday midnight. The period of ineligibility shall run from Monday morning through Sunday evening following the grade check announcement on Friday. A student shall be declared academically ineligible if he/she is not passing twenty-five credit hours of course work for the preceding week of the scheduled contests.

### **MAKING THE WEEKLY ELIGIBILITY CHECK**

The following procedure shall be followed in making the weekly eligibility check. "Twenty-five (25) credit hours of high school work" is defined as any combination of subjects, accepted by local high school authorities in determining the requirements for graduation and which accumulates at least two (2) credits or its equivalent per semester. Since the rules require that a student must be passing in twenty-five (25) credit hours per week, a weekly check of each student athlete's scholastic eligibility is necessary.

Most important to note is that "a student must satisfy all academic standards (i.e., pass five classes with a grade of D or above)" is determined to measure a student's performance on a cumulative basis from the beginning of a semester through the date on which the check is made.

Schools shall conduct this weekly check in a consistent manner convenient to its individual operations. Student eligibility or ineligibility is then enforced on the Monday following the date of the check. For example, consider a school which checks eligibility every Wednesday. Records are processed through the computer and a printout of all athletes' standings is given to the athletic director on Friday. His office reviews the list and reports Thursday afternoon to the principal that a student is not passing twenty-five (25) hours as of this check. The principal informs the student and coaches on Friday morning that the student is not passing the required work and is, thus, ineligible for one week, beginning the following Monday morning. The student may play in contests held that evening or on Saturday, the next day; however, the entire next week, the student is ineligible.



## **AGE**

### **IHSA By-Law**

4.061: "A student shall be eligible through age nineteen (19) unless the student shall become twenty (20) during a sport season, in which event eligibility shall terminate on the first day of such season (as the season is defined in Section 5.000 of these By-laws).

## **ATHLETIC INJURIES**

The procedure for reporting accidents in the interscholastic program shall be as follows:

Accidents that occur in the interscholastic program shall be reported on the Decatur Public Schools Student Accident Report form using the same criteria for reporting as in any other reportable accident. The accident form shall be completed and provided to the school office.

School District 61 contracts HSHS St. Marys to provide athletic training services. Athletic Trainer will provide Services within the scope of his/her license under the provisions of 225 ILCS 5/1 et seq., referred to as the Illinois Athletic Trainers Practice Act, and 68 Illinois Administrative Code 1160. Athletic Trainer will offer treatment options, including without limitation, ice, heat, therapeutic exercises, taping and bracing. Athletic Trainer may only suggest over-the-counter medication. When appropriate, Athletic Trainer may suggest further testing or treatment. Documentation of the Services will be provided and a copy made available for the athlete's record file.

## **INSURANCE**

The District has an accident insurance policy in place that covers all student athletes. Requirement for student proof of insurance is no longer necessary.

## **PHYSICAL EXAMINATION**

Students in their first seven (7) semesters of attendance shall have filed with their high school principal a certificate of physical fitness issued by a licensed physician not more than one year preceding practice or participation in any interscholastic athletic contest or activity. Students in their eighth (8th) semester of attendance shall have filed with their high school principal a certificate of physical fitness issued by a licensed physician not more than thirteen (13) months preceding practice or participation in any interscholastic athletic contest or activity.

## **PARENT PERMITS**

Parent permit forms will be provided by the district. Each participant shall be required to have a signed form on file in the athletic director's office before the student may participate in any sport. A sample of a parent permit may be found on page **PARTICIPATION FEE**

All students who participate in the athletic program will be assessed a participation fee. The participation fee is \$20 per sport or a total cap of \$100 per family, (please refer to the Finger Tips Facts and Figures on page 33). The fee will be used to offset the cost of supplies and other program expenses. The procedure for collecting the money is:

- A. Participant should pay the fee before he/she is permitted to compete unless he/she has successfully completed a DPS 61 fee waiver.
- B. In those sports where it is necessary to cut, only those students who make the squad will be expected to pay.

### **POLICY FOR STUDENT-ATHLETE PARTICIPATION AND GAME DAY ATTENDANCE**

Student-athletes must be in attendance at least one-half day on the day of an activity to be eligible to participate that day. The school administration will make all eligibility decisions concerning any unusual circumstances.

### **STANDARDS AND AWARDS FOR INTERSCHOLASTIC SPORTS**

In addition to meeting the minimum standards for earning awards as outlined below, a participant must complete the season in good standing as determined by the athletic director and the coach of that particular sport. In case of injury, the participant's record shall count only for those games in which he/she was physically able to participate.

The criteria for earning awards in the various sports are:

#### Football

A player must participate in one-third or more of the total number of quarters.

#### Basketball

A player must participate in one-third or more of the total number of quarters.

#### Baseball and Softball

A player shall participate in at least one-half of the games; a pitcher in one-third of the games.

#### Bowling

A player must bowl in one-third of the games bowled by the team.

#### Soccer

A participant must play in at least one-third of the quarters which the team plays.

### Volleyball

A varsity player must participate in one-third of all games played; a junior varsity player in one-third of all games that are played.

### Cross Country, Golf, Tennis, Track, Wrestling

A player shall receive one point for participation in a meet or match or two points if the player wins his match, but not on a forfeit, or if he scores points in a track meet.

Freshman and sophomore awards in all sports shall be determined in the same way as varsity awards. Participants who have finished the season in good standing and do not qualify for a plaque or certificate medallion shall be given a certificate of appreciation.

### Standards for Cheerleaders

Awards shall be governed by the Cheerleader's Constitution.

### Special Awards

Patches (4 inches) may be purchased for state championship team members or for individuals who win a state championship.

## **-District Forms-**

### **DECATUR PUBLIC SCHOOLS Agreement to Participate**

**Each student and his or her parent/guardian must read and sign this *Agreement to Participate* each year before being allowed to participate in interscholastic sport(s) or intramural athletics. The completed *Agreement* shall be returned to the Coach.**

**Student name (printed)**

1. I wish to participate in the following interscholastic sport(s): \_\_\_\_\_ (fill in blank)
2. Before I will be allowed to participate, I must provide the School District with a certificate of physical fitness (if participating in interscholastic sport(s), the Pre-Participation Physical Examination Form serves this purpose), and complete any forms required by the Illinois High School Association (IHSA).
3. I agree to abide by all conduct rules and will behave in a sportsmanlike manner. I agree to follow the coaches' instructions, playing techniques, and training schedule as well as all safety rules.
4. I understand that Board policy 7:305, *Student Athlete Concussions and Head Injuries*, requires, among other things, that a student athlete who exhibits signs and symptoms, or behaviors consistent with a concussion or head injury must be removed from participation or competition at that time and that such student will not be allowed to return to play unless cleared to do so by a physician licensed to practice medicine in all its branches or a certified athletic trainer and subject to all District return-to-play and return-to-learn protocols.
5. The Concussion Oversight Team shall establish each of the following based on peer review scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention: A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to learn protocol.
6. I am aware that with participation in sports comes the risk of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the highest risk. I am aware that participating in sports involves travel with the team. I acknowledge and accept the risks inherent in the sport(s) or athletics in which I will be participating and in all travel involved. I agree to hold the District, its employees, agents, coaches, school board members, and volunteers harmless from any and all liability, actions, claims, or demands of any kind and nature whatsoever that may arise by or in connection with my participating in the school-sponsored interscholastic sport(s) or intramural athletics. The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

**Student signature:**

**Date:**

## Parent Permit

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

1. I am the parent/guardian of the above named student and give my permission for my child or ward to participate in the interscholastic sport(s) or intramural athletics indicated. I have read the above *Agreement to Participate* and understand its terms.
2. I acknowledge having received the attached *Concussion Information Sheet*.
3. I understand that all sports can involve many **risks of injury**, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the higher risk. I am aware that participating in sports involves travel with the team. In consideration of the School District permitting my child to participate, I agree to hold the District, its employees, agents, coaches, board members and volunteers harmless from any and all liability, actions, claims or demands of any kind and nature whatsoever that may arise by or in connection with the participation of my child in the sport(s) or athletics. I assume all responsibility and certify that my child is in good physical health and is capable of participation in the above indicated sport or athletics.

**Parent/Guardian signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Emergency Contact Information

**Name:** \_\_\_\_\_ **Relationship to student:** \_\_\_\_\_

**Day phone number:** \_\_\_\_\_ **Evening phone number:** \_\_\_\_\_

**Cell phone number:** \_\_\_\_\_ **Other:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Relationship to student:** \_\_\_\_\_

**Day phone number:** \_\_\_\_\_ **Evening phone number:** \_\_\_\_\_

**Cell phone number:** \_\_\_\_\_ **Other:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Relationship to student:** \_\_\_\_\_

**Day phone number:** \_\_\_\_\_ **Evening phone number:** \_\_\_\_\_

**Cell phone number:** \_\_\_\_\_ **Other:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Relationship to student:** \_\_\_\_\_

**Day phone number:** \_\_\_\_\_ **Evening phone number:** \_\_\_\_\_

**Cell phone number:** \_\_\_\_\_ **Other:** \_\_\_\_\_



## **IHSA Pre-participation Examination Link**

<https://www.ihsa.org/documents/sportsMedicine/Pre-participation%20Examination%202012-13.pdf>

## Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:	
<ul style="list-style-type: none"><li>• Headaches</li><li>• “Pressure in head”</li><li>• Nausea or vomiting</li><li>• Neck pain</li><li>• Balance problems or dizziness</li><li>• Blurred, double, or fuzzy vision</li><li>• Sensitivity to light or noise</li><li>• Feeling sluggish or slowed down</li><li>• Feeling foggy or groggy</li><li>• Drowsiness</li><li>• Change in sleep patterns</li></ul>	<ul style="list-style-type: none"><li>• Amnesia</li><li>• “Don’t feel right”</li><li>• Fatigue or low energy</li><li>• Sadness</li><li>• Nervousness or anxiety</li><li>• Irritability</li><li>• More emotional</li><li>• Confusion</li><li>• Concentration or memory problems (forgetting game plays)</li><li>• Repeating the same question/comment</li></ul>






Signs observed by teammates, parents and coaches include:
<ul style="list-style-type: none"><li>• Appears dazed</li><li>• Vacant facial expression</li><li>• Confused about assignment</li><li>• Forgets plays</li><li>• Is unsure of game, score, or opponent</li><li>• Moves clumsily or displays incoordination</li><li>• Answers questions slowly</li><li>• Slurred speech</li><li>• Shows behavior or personality changes</li><li>• Can’t recall events prior to hit</li><li>• Can’t recall events after hit</li><li>• Seizures or convulsions</li><li>• Any change in typical behavior or personality</li><li>• Loses consciousness</li></ul>

### **What can happen if my child keeps on playing with a concussion or returns too soon?**

Athletes with the signs and symptoms of concussion shall be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student-athlete's safety.

### **If you think your child has suffered a concussion**

Any athlete even suspected of suffering a concussion shall be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance and adherence to the School District's return-to-play and return-to-learn protocols. Close observation of the athlete shall continue for several hours. IHSA Policy requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest. In accordance with state law, all IHSA member schools are required to follow this policy. Per the HSHS St. Mary's Athletic Trainer agreement, the District shall adhere to the IHSA Protocol for Implementation of NFHS Sports Playing Rule for Concussions.

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

**For current and up-to-date information on concussions you can go to:  
<http://www.cdc.gov/ConcussionInYouthSports/>**

**Adapted by the Illinois High School Association from the CDC and the 3<sup>rd</sup> International Conference on Concussion in Sport, Document created 7/1/2011. Reviewed 4/24/2013.**



## **IHSA Sports Medicine Acknowledgement & Consent Form**

### **IHSA PERFORMANCE-ENHANCING SUBSTANCE TESTING POLICY**

In 2008, the IHSA Board of Directors established the association's Performance-Enhancing Substance (PES) Testing Program. Any student who participates in an IHSA-approved or sanctioned athletic event is subject to PES testing. A full copy of the testing program and other related resources can be accessed on the IHSA Sports Medicine website. Additionally, links to the PES Policy and the association's Banned Drug classes are listed below. School administrators are able to access the necessary resources used for program implementation in the IHSA Schools Center.

#### **IHSA PES Testing Program**

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20PES%20policy%20final.pdf>

#### **IHSA Banned Drug Classes**

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20IHSA%20Banned%20Drugs.pdf>

### **IHSA STEROID TESTING POLICY CONSENT TO RANDOM TESTING**

As a prerequisite to participation in IHSA athletic activities, we agree that I/our student will not use performance-enhancing substances as defined in the IHSA Performance-Enhancing Substance Testing Program Protocol. We have reviewed the policy and understand that I/our student may be asked to submit to testing for the presence of performance-enhancing substances in my/our student's body either during IHSA state series events or during the school day, and I/our student do/does hereby agree to submit to such testing and analysis by a certified laboratory. We further understand and agree that the results of the performance-enhancing substance testing may be provided to certain individuals in my/our student's high school as specified in the IHSA Performance-Enhancing Substance Testing Program Protocol which is available on the IHSA website at [www.IHSA.org](http://www.IHSA.org). We understand and agree that the results of the performance-enhancing substance testing will be held confidential to the extent required by law. We understand that failure to provide accurate and truthful information could subject me/our student to penalties as determined by IHSA.

A complete list of the current IHSA Banned Substance Classes can be accessed at

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20IHSA%20Banned%20Drugs.pdf>

## ACKNOWLEDGEMENT AND CONSENT

### Student/Parent Consent and Acknowledgements

By signing this form, we acknowledge we have been provided information regarding concussions and the IHSA Performance-Enhancing Testing Policy. We also acknowledge that we are providing consent to be tested in accordance with the procedures outlined in the IHSA Performance-Enhancing Testing Policy.

#### Student

Student Name (Print): \_\_\_\_\_ Grade (9-12): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Parent or Legal Guardian

Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

### Consent to Self Administer Asthma Medication

As a patient under my care, \_\_\_\_\_, is prescribed to self-administer the following asthma medication.

Medication: \_\_\_\_\_

Purpose: \_\_\_\_\_

Dosage: \_\_\_\_\_

Time/Special Circumstances: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Printed Name of Physician**

\_\_\_\_\_  
**Signature of Physician**

\_\_\_\_\_  
**Date**

I, \_\_\_\_\_, do hereby give my son/daughter, \_\_\_\_\_, Permission to self-administer his/her asthma medication as prescribed by his/her physician during athletic competition.

\_\_\_\_\_



Printed Name of Parent/Guardian      Signature of Parent/Guardian

Date

**DECATUR PUBLIC SCHOOL DISTRICT 61  
STUDENT ACCIDENT REPORT**

Student's Name \_\_\_\_\_ Home Address \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_  
Date of Accident \_\_\_\_\_ Exact Time \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. \_\_\_\_\_  
Place of Accident: School Building \_\_\_\_\_ School Grounds \_\_\_\_\_ To/From School \_\_\_\_\_  
Other \_\_\_\_\_  
Non-School: Home \_\_\_\_\_ Other \_\_\_\_\_ Number of Days Absent From School\* \_\_\_\_\_

(\*If student is absent for an extended period of time, send preliminary report. Send revision when student returns to school.)

<b>DESCRIPTION OF ACCIDENT:</b> How did it happen? What was student doing? List the conditions existing. Specify machinery or other equipment involved. Describe the school accident to the extent that you feel a person who has not seen the accident will know what has happened. <b><i>Was student taken to emergency room or a doctor's office?</i></b>	<b>MAJOR CAUSE OF ACCIDENT</b> <table><tr><td>_____ Basketball</td><td>_____ Ran together</td></tr><tr><td>_____ Classroom</td><td>_____ Scuffling/fighting</td></tr><tr><td>_____ Fall</td><td>_____ Struck by moving object</td></tr><tr><td>_____ Football</td><td>_____ Struck fixed object</td></tr><tr><td>_____ Free Play</td><td>_____ Stepped on object</td></tr><tr><td>_____ Icy Conditions</td><td>_____ Tripped</td></tr><tr><td>_____ Kicked</td><td>_____ Twisted body joint</td></tr><tr><td>_____ P.E. Class</td><td>_____ Wrestling</td></tr><tr><td>_____ Pushed</td><td></td></tr><tr><td>_____ Other (specify):</td><td></td></tr></table>	_____ Basketball	_____ Ran together	_____ Classroom	_____ Scuffling/fighting	_____ Fall	_____ Struck by moving object	_____ Football	_____ Struck fixed object	_____ Free Play	_____ Stepped on object	_____ Icy Conditions	_____ Tripped	_____ Kicked	_____ Twisted body joint	_____ P.E. Class	_____ Wrestling	_____ Pushed		_____ Other (specify):																										
_____ Basketball	_____ Ran together																																													
_____ Classroom	_____ Scuffling/fighting																																													
_____ Fall	_____ Struck by moving object																																													
_____ Football	_____ Struck fixed object																																													
_____ Free Play	_____ Stepped on object																																													
_____ Icy Conditions	_____ Tripped																																													
_____ Kicked	_____ Twisted body joint																																													
_____ P.E. Class	_____ Wrestling																																													
_____ Pushed																																														
_____ Other (specify):																																														
<b>ACCIDENTS BY ACTIVITIES</b> <table><tr><td>_____ Apparatus</td><td>_____ Rehearsal</td></tr><tr><td>_____ Baseball</td><td>_____ Shop</td></tr><tr><td>_____ Basketball</td><td>_____ Softball</td></tr><tr><td>_____ Classroom</td><td>_____ Stairs</td></tr><tr><td>_____ Football</td><td>_____ Showers</td></tr><tr><td>_____ Free Play</td><td>_____ To/From School</td></tr><tr><td>_____ Home</td><td>_____ Tumbling/Gymnastics</td></tr><tr><td>_____ Volleyball</td><td>_____ Organized Active</td></tr><tr><td>_____ Wrestling</td><td>_____ Physical Education</td></tr><tr><td>_____ Other (Specify):</td><td></td></tr></table>	_____ Apparatus	_____ Rehearsal	_____ Baseball	_____ Shop	_____ Basketball	_____ Softball	_____ Classroom	_____ Stairs	_____ Football	_____ Showers	_____ Free Play	_____ To/From School	_____ Home	_____ Tumbling/Gymnastics	_____ Volleyball	_____ Organized Active	_____ Wrestling	_____ Physical Education	_____ Other (Specify):		<b>NATURE OF INJURY</b> <table><tr><td>_____ Abrasion</td><td>_____ Cut</td></tr><tr><td>_____ Amputation</td><td>_____ Dislocation</td></tr><tr><td>_____ Broken Teeth</td><td>_____ Fracture</td></tr><tr><td>_____ Bruise</td><td>_____ Pulled Muscle</td></tr><tr><td>_____ Burn</td><td>_____ Puncture</td></tr><tr><td>_____ Caused Ache</td><td>_____ Scratch</td></tr><tr><td>_____ Concussion</td><td>_____ Sprain/Strain</td></tr><tr><td>_____ Contusion</td><td>_____ Torn Ligament</td></tr><tr><td>_____ Other (Specify):</td><td></td></tr></table>	_____ Abrasion	_____ Cut	_____ Amputation	_____ Dislocation	_____ Broken Teeth	_____ Fracture	_____ Bruise	_____ Pulled Muscle	_____ Burn	_____ Puncture	_____ Caused Ache	_____ Scratch	_____ Concussion	_____ Sprain/Strain	_____ Contusion	_____ Torn Ligament	_____ Other (Specify):								
_____ Apparatus	_____ Rehearsal																																													
_____ Baseball	_____ Shop																																													
_____ Basketball	_____ Softball																																													
_____ Classroom	_____ Stairs																																													
_____ Football	_____ Showers																																													
_____ Free Play	_____ To/From School																																													
_____ Home	_____ Tumbling/Gymnastics																																													
_____ Volleyball	_____ Organized Active																																													
_____ Wrestling	_____ Physical Education																																													
_____ Other (Specify):																																														
_____ Abrasion	_____ Cut																																													
_____ Amputation	_____ Dislocation																																													
_____ Broken Teeth	_____ Fracture																																													
_____ Bruise	_____ Pulled Muscle																																													
_____ Burn	_____ Puncture																																													
_____ Caused Ache	_____ Scratch																																													
_____ Concussion	_____ Sprain/Strain																																													
_____ Contusion	_____ Torn Ligament																																													
_____ Other (Specify):																																														
<b>LOCATION OF ACCIDENT</b> <table><tr><td>_____ Athletic Field</td><td>_____ Locker</td></tr><tr><td>_____ Auditorium</td><td>_____ Shower</td></tr><tr><td>_____ Cafeteria</td><td>_____ Playground</td></tr><tr><td>_____ Classroom</td><td>_____ Restroom</td></tr><tr><td>_____ Corridors</td><td>_____ School Crossing</td></tr><tr><td>_____ Gymnasium</td><td>_____ Stairs</td></tr><tr><td>_____ Gym-Outside</td><td>_____ Streets</td></tr><tr><td>_____ Industrial Arts</td><td>_____ Sidewalks</td></tr><tr><td>_____ Other (Specify):</td><td></td></tr></table>	_____ Athletic Field	_____ Locker	_____ Auditorium	_____ Shower	_____ Cafeteria	_____ Playground	_____ Classroom	_____ Restroom	_____ Corridors	_____ School Crossing	_____ Gymnasium	_____ Stairs	_____ Gym-Outside	_____ Streets	_____ Industrial Arts	_____ Sidewalks	_____ Other (Specify):		<b>PART OF THE BODY INJURED (Right or left)</b> <table><tr><td>_____ Abdomen</td><td>_____ Eye</td><td>_____ Leg</td></tr><tr><td>_____ Ankle</td><td>_____ Face</td><td>_____ Mouth</td></tr><tr><td>_____ Arm</td><td>_____ Finger</td><td>_____ Neck</td></tr><tr><td>_____ Back</td><td>_____ Foot</td><td>_____ Nose</td></tr><tr><td>_____ Chest</td><td>_____ Hand</td><td>_____ Ribs</td></tr><tr><td>_____ Chin</td><td>_____ Head</td><td>_____ Shoulder</td></tr><tr><td>_____ Ear</td><td>_____ Hip</td><td>_____ Teeth</td></tr><tr><td>_____ Elbow</td><td>_____ Knee</td><td>_____ Wrist</td></tr><tr><td>_____ Other (Specify):</td><td></td><td></td></tr></table>	_____ Abdomen	_____ Eye	_____ Leg	_____ Ankle	_____ Face	_____ Mouth	_____ Arm	_____ Finger	_____ Neck	_____ Back	_____ Foot	_____ Nose	_____ Chest	_____ Hand	_____ Ribs	_____ Chin	_____ Head	_____ Shoulder	_____ Ear	_____ Hip	_____ Teeth	_____ Elbow	_____ Knee	_____ Wrist	_____ Other (Specify):		
_____ Athletic Field	_____ Locker																																													
_____ Auditorium	_____ Shower																																													
_____ Cafeteria	_____ Playground																																													
_____ Classroom	_____ Restroom																																													
_____ Corridors	_____ School Crossing																																													
_____ Gymnasium	_____ Stairs																																													
_____ Gym-Outside	_____ Streets																																													
_____ Industrial Arts	_____ Sidewalks																																													
_____ Other (Specify):																																														
_____ Abdomen	_____ Eye	_____ Leg																																												
_____ Ankle	_____ Face	_____ Mouth																																												
_____ Arm	_____ Finger	_____ Neck																																												
_____ Back	_____ Foot	_____ Nose																																												
_____ Chest	_____ Hand	_____ Ribs																																												
_____ Chin	_____ Head	_____ Shoulder																																												
_____ Ear	_____ Hip	_____ Teeth																																												
_____ Elbow	_____ Knee	_____ Wrist																																												
_____ Other (Specify):																																														

Signature of person in charge \_\_\_\_\_ Report prepared by \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date of Report \_\_\_\_\_

**SEND ORIGINAL OF THIS REPORT TO KEIL BUSINESS OFFICE – ATTENTION: C  
KEEP A COPY FOR YOUR RECORDS**

(Rev.8/07)

**ATHLETIC FINGER TIP FACTS AND FIGURES**  
**DPS HIGH SCHOOL EVENTS (not including conference, district and state contest)**

**TICKET PRICES**

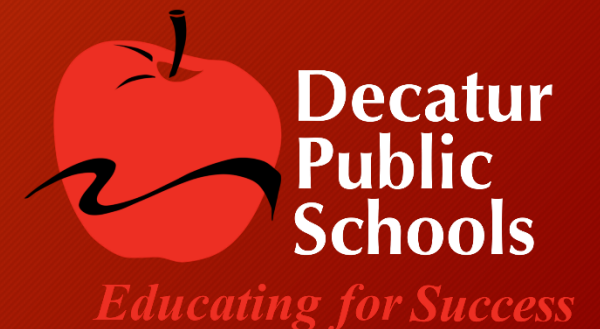
Any under high school age Child/Student, must be accompanied by their parent/guardian to be admitted to any athletic event. Once admitted to the athletic event, it is recommended the Child/Student be chaperoned by a parent/guardian at all times.

<b>General Admission</b>	<b>Adult</b>	<b>Student</b>
Varsity Football & Boys Varsity Basketball	\$5.00	\$3.00
Volleyball & Girls Varsity Basketball	\$5.00	\$3.00
Varsity Boys Wrestling	\$5.00	\$3.00
Underclass Football & Basketball	\$3.00	\$2.00
Senior Citizen with Medicare Card	\$3.00	
Varsity Soccer	Free	Free
Baseball, Softball, Track & Field	Free	Free
<b>All Sports Season Pass</b>	\$50.00	
<b>Student Participation Fee</b>	\$20.00 per sport	

*Board of Education Meeting  
May 27, 2025  
Eldon Conn, Director of Student Services*

# *Student Code of Conduct and Parent Handbook*

*Proposed Changes for the  
2025-26 School Year*



# Summary of Changes

- Under *Instructional Materials Fee*, added language regarding fee and fine waiver
- Added language to the *Attendance and Truancy* section for *Valid Cause of Absence*, and *Chronic or Habitual Truant*
- Changed language under *Homebound Instruction*
- Added language under *Free and Appropriate Public Education*
- Added two sections, *Section 504 Rights* and *Accommodating Individual with Disabilities*
- Removed footnote with *Alternative Course Credit and Course Substitutions*
- Added language under *Re-Enrollment*
- Changed language under *School Student Records*
- Removed most language under *Sexual Harassment Policy*

Name \_\_\_\_\_

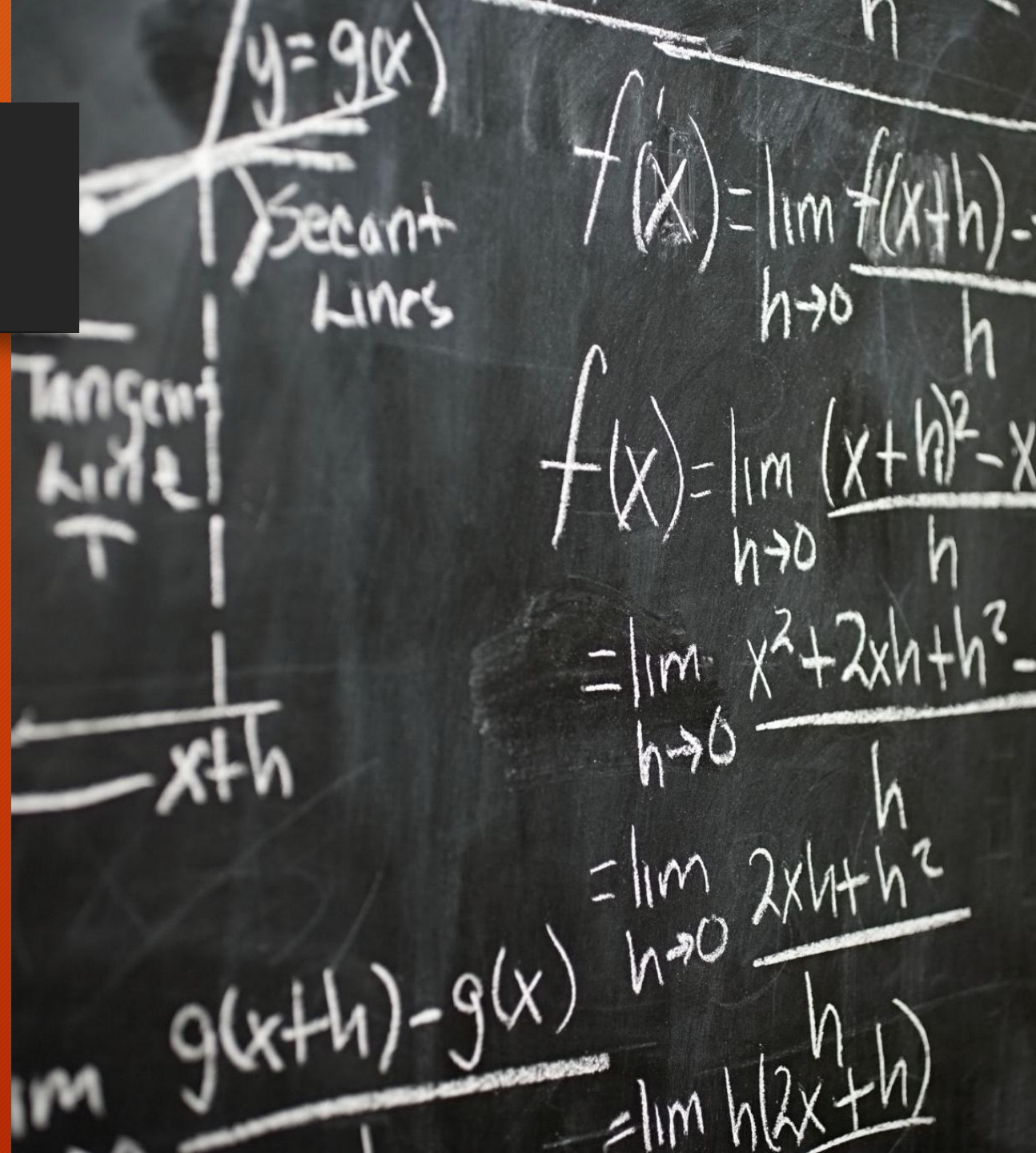
Signature \_\_\_\_\_

Date \_\_\_\_\_



# Summary of Changes

- Added language under *Expulsion Hearings and Board Suspension Review Hearings*
- Changed language under *Special Education Suspension Procedures*
- Changed language under Part E, *Policy 7:180 Preventing Bullying and Harassment*
- Removed and changed some language under *Bullying Prevention and Response Plan*
- Removed LEGAL REF under *Bullying Prevention and Response Plan*
- Added a section named *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*





# Summary of Changes

- Changed and added language under Part G;  
*Parent-Teacher Advisory Committee*
- Added language under *Training*
- Table of Contents and spacing will be corrected  
during the final clean-up

The background image shows a chalkboard with handwritten mathematical derivations. At the top left, a coordinate system is partially visible with the equation  $y = g(x)$  and the label 'Secant Lines'. Below this, the text 'Tangent Line' is written. The main derivation on the right side of the board is for the derivative of  $f(x) = x^2$  using the limit definition. It starts with the difference quotient  $\frac{f(x+h) - f(x)}{h}$  and simplifies it to  $\lim_{h \rightarrow 0} (2x + h)$ .

$$\begin{aligned} f'(x) &= \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h} \\ f(x) &= \lim_{h \rightarrow 0} \frac{(x+h)^2 - x^2}{h} \\ &= \lim_{h \rightarrow 0} \frac{x^2 + 2xh + h^2 - x^2}{h} \\ &= \lim_{h \rightarrow 0} \frac{2xh + h^2}{h} \\ &= \lim_{h \rightarrow 0} h(2x + h) \end{aligned}$$

# Next Steps After First Read

- Central Office Administrators provide updates relative to their department.
- Legal is sent the document and provides necessary changes.
- A Subcommittee of the Discipline Action Committee reviews the Discipline section of the Code of Conduct and recommends any further changes.
- After tonight's first reading the Code of Conduct will be sent out to all Administration, Principals, and Discipline Action for final review, and recommendation for updates. Any updates will be provided to the Board of Education in Weekly Update.
- Parents are notified and given the Code of Conduct link during the Registration process. The Code of Conduct is also accessible on the District Website homepage.



# Discipline Action Committee Members 2024-25

Eldon Conn- Co  
Chair/Administration

Sergio Reyna

Michelle Mitchell

Holly Davis-Kitson

Jason Flourney

Curtiss Lindsey

Phillip Winecke

Joni Grubbs

Robin Miller

Alana Banks

Sam Mills

Stephani Martin

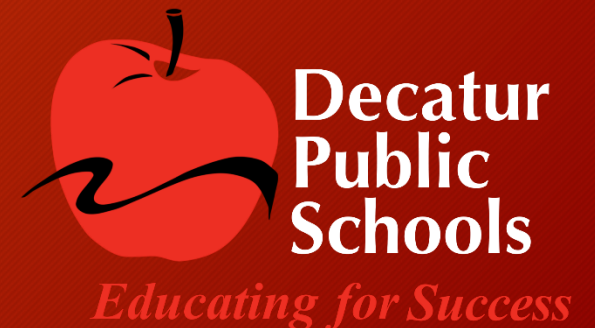
Samantha Stark

# Thank You!

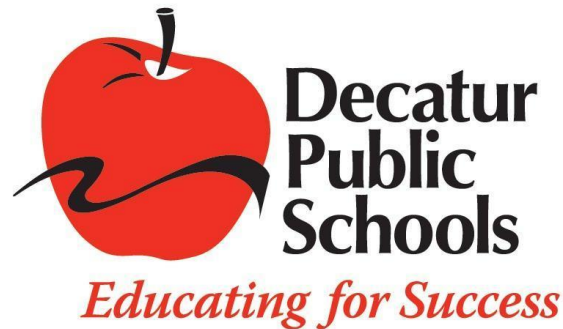
# Questions?

## *Student Code of Conduct and Parent Handbook*

*Proposed Changes for the  
2025-26 School Year*



**Decatur Public School District 61**  
**101 West Cerro Gordo Street**  
**Decatur, Illinois 62523**



---

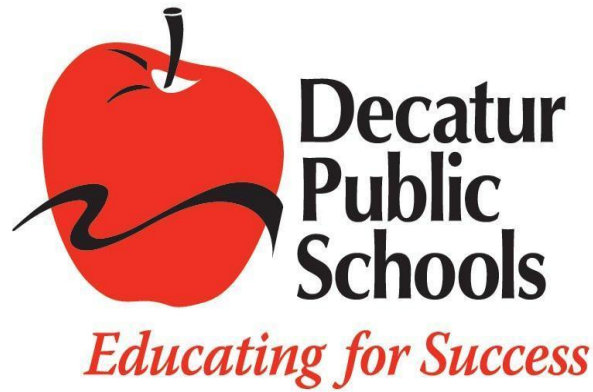
---

**Student Code of Conduct**  
**And**  
**Parent Handbook**  
**2024-25-202526**

---

---





# Student Code of Conduct and Parent Handbook 2024~~25~~-2025~~26~~

Adopted by the Board of Education

July 27, 1999

**Revision May 27, 2024**

---

## Mission Statement

*The Discipline Action Committee of Decatur Public School District #61 is charged with maintaining and updating the language contained within the **Student Code of Conduct and Parent Handbook**. Our goal is to provide parents and students of District #61 with expectations for student conduct and the consequences for failure to adhere to the policies stated within the handbook. The Committee will update the handbook's language as dictated by changes to Federal and State laws and to meet District #61's needs. We will provide our schools with the tools to promote positive, responsible standards of student behavior in order to provide quality educational environments free from disruptions that interfere with the learning process.*

## **PARENT HANDBOOK TABLE OF CONTENTS**

<b>School Admission Procedure.....</b>	<b>5</b>
Age of Entrance.....	5
Athletic Fee.....	5
Instructional Materials Fee.....	5
District 61 Check Policy.....	6
Emergency Phone Contact.....	6
Health Requirements.....	6
Magnet and Montessori Schools.....	7
Cafeteria Services.....	7
Transportation.....	7
School Bus Safety Rules.....	8
<b>Attendance &amp; Truancy.....</b>	<b>9</b>
Absence Notification.....	10
Excused/Unexcused Absence Criteria.....	10
Tardy Policy.....	11
Homebound Instruction.....	11
<b>Visitors to School.....</b>	<b>11</b>
<b>Equal Educational Opportunities.....</b>	<b>12</b>
<b>Grading &amp; Promotion.....</b>	<b>12</b>
Homework.....	14
Free and Appropriate Public Education.....	14
English Learners.....	14
Graduation Information.....	15
Grade Level Classification.....	16
Registered Apprenticeship Program.....	17
Alternative Course Credit and Course Substitutions.....	17
Physical Education Requirements.....	18
Early Graduation.....	18
<b>Re-Enrollment.....</b>	<b>20</b>
<b>Student Identification.....</b>	<b>20</b>
<b>Gifted Education.....</b>	<b>20</b>
Nomination/Withdrawal Procedure.....	20
<b>Summer School.....</b>	<b>20</b>
<b>Parent Participation.....</b>	<b>21</b>
<b>The Abused and Neglected Child Reporting Act.....</b>	<b>21</b>
<b>Student Transfer from District 61.....</b>	<b>22</b>
<b>Student Assignments and Transfers within District 61.....</b>	<b>22</b>
<b>Homeless Children.....</b>	<b>23</b>
<b>Procedure for School Problems.....</b>	<b>24</b>
<b>Teachers &amp; Paraprofessional Qualification Notifications.....</b>	<b>24</b>
<b>School Student Records.....</b>	<b>24</b>
<b>Sex Equity.....</b>	<b>27</b>
<b>Sexual Harassment Policy.....</b>	<b>27</b>
<b>Care of Students With Diabetes.....</b>	<b>28</b>
<b>Life-Threatening Food Allergy Management Program.....</b>	<b>29</b>
<b>Asthma.....</b>	<b>29</b>
<b>Medications at School.....</b>	<b>29</b>
<b>Protection of Pupil Rights Act.....</b>	<b>30</b>
<b>Rights Under the School Visitation Rights Act.....</b>	<b>30</b>
<b>Teen Dating Violence Policy.....</b>	<b>31</b>
<b>Parent Sex Offender and Violent Offender Notification.....</b>	<b>31</b>

## **STUDENT CODE OF CONDUCT TABLE OF CONTENTS**

<b>Parents Right to Opt-out of Health Education Activities.....</b>	<b>31</b>
<b>Extracurricular and Co-Curricular Activities.....</b>	<b>31</b>
<b>District 61 and Student Code of Conduct.....</b>	<b>32</b>
<b>Rights and Responsibilities.....</b>	<b>33</b>
Rights of Students.....	33
Responsibilities of Students.....	33
Rights of Parents/Guardians.....	34
Responsibilities of Parents/Guardians.....	34
Rights of Staff Members.....	35
Responsibilities of Staff Members.....	35
Rights of Administrators.....	36
Responsibilities of Administrators.....	36
<b>Standards of Conduct.....</b>	<b>37</b>
General Conduct.....	37
Bus Conduct.....	38
Student Dress Code.....	38
<b>Administrative Procedures</b>	
<b>Section I Administrative Procedures.....</b>	<b>39</b>
Part A Expulsion Hearings and Board Suspension Review Hearings.....	40
Part B Discipline and Suspension Procedures and Notification.....	41
Part C Special Education General Procedures and Disciplinary Actions.....	42
Part D Searches of Students and Student Lockers.....	45
Part E Procedures for Handling Misconduct on Bus.....	45
<b>Section II Policies and Procedures.....</b>	<b>45</b>
Part A General Procedures.....	45
Part B Internet and Technology Use Policy.....	46
Part C Athletic Code.....	51
Part D Search and Seizure.....	52
Part E Preventing Bullying and Harassment Policy.....	53
Part F Student Behavior.....	56
Part G Parent-Teacher Advisory Committee.....	63
Part H Faith's Law.....	63
Part I Distribution of Policy.....	68
<b>Section III General Consequences.....</b>	<b>68</b>
Part A Expectations.....	68
Part B Range of Administrative Consequences/Interventions.....	69
Part C Interventions and Resources.....	70
Part D Discipline Violations and Ranges of Consequences.....	71
<b>DPS Addresses and Telephone Numbers.....</b>	<b>82</b>
<b>Resource Guide.....</b>	<b>83</b>
<b>Suicide Prevention.....</b>	<b>85</b>

## SCHOOL ADMISSION PROCEDURE

All students must register for school each year on the dates and at the places designated by the Superintendent.

Students enrolling in the District for the first time must present a birth certificate or other reliable proof of identity and age, as well as proof of residence. Refer to *Health Requirements* in this publication for specific medical and dental requirements. Refer any enrollment questions to the school secretary.

### Age of Entrance

To be eligible for admission into Kindergarten a child must be 5 years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school year. Based upon an assessment of the child's readiness to attend Kindergarten the District may permit him or her to attend school prior to these dates, if the child is at least 4 years, 6 months by June 1. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

### Athletic Fee

Any Middle or High school student who is participating in an Athletic Activity is required to pay athletic fees as described. Fee maximums apply per FAMILY/per BUILDING.

Elementary and Middle School (grades K – 8): \$10 per sport/ \$50 maximum per family/per building

High School (grades 9 – 12) - \$20 per sport/ \$100 maximum per family/per building

### Instructional Materials Fee

Each pupil is required to pay an instructional materials fee at the time of registration. Fees for the ~~2023-2024~~ **2025-2026** school year are:

*Early Childhood-Grade 6*.....\$80.00

*Grades 7-12*.....\$100.00

The instructional materials fees are applied toward the purchase of basic and supplemental tests, hard-cover, paperback, periodicals, workbooks, and other related materials. Additional replacement costs are charged for materials lost or damaged beyond normal wear.

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a).

The Superintendent or designee will give additional consideration when one or more of the following factors are present:

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

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

The District qualifies under the USDA Eligibility Provision (CEP) to provide breakfast and lunch to each child in the District at no charge to the student. The CEP designation does not qualify the child for free textbooks. In order to qualify for free textbooks, the child must be identified by the State as a "Direct Certification" student, or the parent must complete the appropriate application and file the paperwork with Aramark Services for evaluation. We strongly encourage all parents to complete the CEP form as part of the registration process to help offset the Instructional Materials Fees. Students who do not qualify will be notified by Aramark and the full instructional materials fee will apply.

Parents may establish a payment schedule with the school if they are unable to pay the entire fee at registration. Fees must be paid in full by February 1 to avoid credit bureau collection.

Students attending Macon-Piatt Special Education Programs from county school districts should register in their resident (county) school and pay the instructional materials fees required of that district. Decatur Public Schools will seek instructional materials fees from the Macon-Piatt Special Education District, rather than directly from the pupil.

### **Decatur Public Schools Check Policy**

If your check is returned, you authorize Decatur Public School District 61 and its agents to collect this item electronically through eCashFlow Services. The check writer will be assessed a check collection fee as allowed by law and will be responsible for all other collection costs.

### **Emergency Phone Contact**

In any school emergency, parents are immediately notified. The State of Illinois requires parents to provide the working telephone numbers of two responsible adults to be contacted when parents are not available. Failure to comply with this requirement may result in the student being denied the privilege of school attendance.

### **Health Requirements**

Parent(s)/guardian(s) shall present proof of their child's examinations and immunizations as required by the State of Illinois and the District. **Requirements shall be submitted on the first day of school.** All health forms are available at the individual schools and district website.

**Medical** examinations shall be performed by a physician licensed to practice medicine in all of its branches, or an Advanced Practice Nurse, or Physician's Assistant, and recorded on the State of Illinois Certificate of Child Health Examination form. Sports physical forms are not acceptable for this requirement. Examinations shall be conducted within one year prior to the date of first entry into:

1. Pre-K;
2. Kindergarten;
3. Sixth grade;
4. Ninth grade; and
5. Any grade level when it is the student's first entry into a school in Illinois.

**Dental** examinations shall be performed by a licensed dentist, and recorded on the Proof of School Dental Examination form. Examinations shall be conducted within 18 months prior to May 15 of the year your child enters:

1. Kindergarten;
2. Second grade;
3. Sixth grade; and
4. Ninth grade.



**Immunizations** and screenings against preventable communicable diseases are required per Department of Health rules at the above intervals and/or as specified. All requirements are due by the first day of school. **All 6<sup>th</sup> through 11<sup>th</sup> grade students must show evidence of receiving one MCV4 (meningococcal) vaccine and 12<sup>th</sup> grade students must show evidence of receiving two MCV4 (meningococcal) vaccines with the second doses given after their 16<sup>th</sup> birthday.**

Detailed information on required vaccines can be found in “School Health Guidelines” and the District website.

**Vision** Examinations shall be performed by an **optometrist or ophthalmologist**, and recorded on the appropriate State of Illinois Proof of Vision Examination Form. Examinations shall be conducted within one year prior to the date of first entry into Kindergarten or first entry into an Illinois school, and submitted to the school on or before the first day of school.

A student may be exempted from this policy’s requirements on religious grounds if the student’s parents/guardians present to the Superintendent or designee a signed Certification of Religious Exemption explaining the objection, and **shall be signed by a health care provider** that they have provided education to the parents or legal guardians about the benefits of immunizations and the health risks of not vaccinating students. A student may be exempted from immunizations on medical grounds if a physician provides a written verification on the examination form. All statements of medical exemption must be approved by the Illinois Department of Public Health. Parents/guardians will receive “Student Health Guidelines” which further explain all health requirements and policies required under 77 Illinois Administrative Code 665.280 and 665.520.

### **Magnet and Montessori Schools**

The parent/guardian must fill out a magnet application online through Schoolmint and attend a mandatory orientation before the student will be considered as entered into the Magnet lottery. This must be done within the time period of the open lottery. The available seats are limited in these programs, so please take the time to make sure that the program you are applying for is the best program for your specific student’s needs. If your child is accepted at one of the Magnet schools, you will also need to fill out the required registration paperwork. Once you have accepted a seat at the school and the school year has started, your child will be required to remain at the location for that current school year. If you wish to remove your child from a Magnet school for the following school year, you must do so in writing before May 1st. If you move out of the DPS boundary or leave the program, you will need to complete the lottery process again to attempt to re-enter for the following school year. Any families who are awarded a spot in a magnet program will be required to sign a magnet compact when registering.

Students coming into the PreK program at Montessori Academy for Peace must be potty trained.

[Magnet Compact](#) Link This signature will acknowledge that families understand that if the Code of Conduct is violated, consequences will range from: parent contact thru magnet status revocation with the student returning to their home attendance center. If your student’s magnet status is revoked, they will not be allowed to return to the magnet school the following school year.

### **Cafeteria Services**

A complete Type A Breakfast and Type A Lunch is available in every school to every student at no charge to the student. The Type A lunch and breakfast consist of a combination of hot and cold foods prepared to meet a significant portion of the minimum daily nutritional requirements for good health, as established by the U.S. Department of Agriculture under the National School Lunch Act. Students are urged to eat the Type A lunch and breakfast each day, thereby assuring themselves of at least two well-balanced meals daily. Students may bring a lunch from home or participate in the school lunch program.

### **Transportation**

For student transportation information, or to make special arrangements or address changes concerning your child’s transportation, **please contact the school** that your child attends. **DO NOT** call the bus company or the Keil building—all changes **MUST** go through your school office.

Changes made during the course of the school year require a minimum of three days to become effective. Parents may be required to provide transportation for the student to and from school during this time.

Parents or legal guardians who provide transportation to and from school, because free transportation was not available for their students, may be eligible to receive money from the State of Illinois to help offset some costs for Decatur Public Transit bus fares or for private automobiles at the current approved rate. Your student must be under 21 on June 5th, be a full-time student, and reside more than one and one-half miles from school to be eligible. If you want to file a claim, you must go to the school your student attends by June 15th and file the claim in person. Funding of this program is determined by the State General Assembly and is not controlled by Decatur Public Schools.

### **ISBE (Illinois State Board of Education) Pupil Transportation Frequently Asked Questions**

- **Is the district required to transport students who live less than one and one-half miles from their assigned attendance center?**  
No. School Board may provide transportation for pupils living less than one and one-half miles as measured by the customary route of travel from the school attended and may make a charge for such transportation in an amount not to exceed the cost thereof, which shall include a reasonable allowance for depreciation of the vehicles so used. Statutory Citation: 105 ILCS 5/29-2.
- **How is the one and one-half miles measured?**  
State statute defines the measurement as the distance from the exit of the property where the pupil resides to the point where pupils are normally unloaded at the school attended; such distance shall be measured by determining the shortest distance on normally traveled roads or streets.
- **Are districts required to provide door-to-door transportation for prekindergarten or elementary students?**  
No, unless it is required per the Individualized Education Program (IEP) of a student with disabilities. Parents/guardians are responsible to see that the child is at the scheduled bus stop in time to board the school bus to go to school and be at the bus stop upon the child's return at the end of the school day.
- **Who determines the locations of the bus stops (pickup/drop-off points)?**  
The local school board of the district is required to establish the bus stops (pickup/drop-off points) for eligible students at a point located not more than one and one-half miles from the exit of the property of each pupil assigned to such point. The school district is **not** required to provide door-to-door service. Statutory Citation: 105 ILCS 5/29-3

### **School Bus Safety Rules**

- a. Be aware of moving traffic and pay attention to your surroundings.
- b. 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.
- c. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- d. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
- e. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- f. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPads, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
- g. 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.

- h. 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.
- i. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- j. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- k. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
- l. Never run back to the bus, even if you dropped or forgot something.

### **Audio/Video Recording on the Bus**

Electronic visual and audio recordings may be used to monitor conduct and to promote and maintain a safe environment on the school bus. Students who damage the bus, including tampering with electronic recording devices on the bus, will be responsible for the cost of any necessary repairs or replacement and may be subject to discipline. Decatur Public School District's bus policy is set forth in Board Policy 7:220.

## **ATTENDANCE & TRUANCY**

### **Definitions**

**Truant** - A "truant" is a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. Truant also includes students who are absent for one or more class periods within the school day whose absence cannot be accounted for.

**Valid Cause for Absence** - A child may be absent from school because of illness, including the mental or behavioral health of the student, observance of a religious holiday, death in the immediate family, family emergency, **attendance at a civic event**, situations beyond the student's control as determined by the Board of Education, **voting pursuant to policy 7:90**, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student, **or other reason as approved by the Superintendent or designee**.

**Chronic Absenteeism**: A student who misses 10 percent of school days within the most recent academic year with or without a valid excuse. Out-of-school suspensions are included.

**Chronic or Habitual Truant** - A "chronic or habitual truant" is a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5 **or more** percent of the previous 180 regular attendance days.

**Truant Minor** - A child to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs, and other school and community resources, have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

### **Truancy**

The School District will determine if the student is a truant, chronic or habitual truant, or a truant minor. The Superintendent shall direct the appropriate School District staff to develop diagnostic procedures to be used for identifying the cause(s) of unexcused student absenteeism. The diagnostic procedures shall include, but not be limited to, interviews with the student, his or her parent(s)/guardian(s), and any school official(s) or other people who may have information about the reason(s) for the student's attendance problem.

The following supportive services may be offered to truant or chronically truant students:

- Parent-teacher conferences
- Attendance Intervention Plans

- Student and/or family counseling
- Information about community agency services

If truancy continues after supportive services have been offered, the building principal shall refer the matter to the Department of Student Services to begin the Truancy Review Board Process. The Department of Student Services may call upon the resources of outside agencies, such as the Regional Office of Education Truancy Division or Teen Justice Program. The School Board, Superintendent, School District administrators, and teachers shall assist and furnish such information as they have to aid truant officers. Truancy may result in legal consequences.

The District shall collect and review its chronic absence data in order to determine what resources and support is needed to assist in engaging chronically absent students and their families to encourage daily attendance and promote student success.

### **Absence Notification**

A student's parent(s)/guardian(s) must: (1) upon their child's enrollment, provide working telephone numbers to the building principal and update them as necessary, and (2) authorize all absences and notify the school in advance or at the time of the child's absence.

If a student is absent without prior authorization by the parent(s)/guardian(s), the designated school official shall make a reasonable effort to notify the parent(s)/guardian(s) of their child's absence after the first class by telephoning the numbers given.

Students are expected to be present and to participate every day throughout the school year unless there is an appropriate reason for being absent. When a student is absent from class, credit for the course can be affected, as the student loses teacher instruction and class interaction. Students with an absence will be allowed to make up work for equal value upon request of the student or guardian. Request shall be done within 48 hours of the absence. Student will be allowed up to 1 day for every day the student is absent from school.

For anticipated absences, the student is required to bring a note (or phone call) from his or her parent/guardian prior to the absence. To be approved, absences must meet the excused absence criteria. Students returning to school with what they consider to be an approved absence must show proof or the absence will become unexcused. Students are allowed twelve excused parent notifications **per year**.

### **Excused Absence Criteria:**

Student will be allowed makeup privileges based on the Absence Notification information provided above.

- Parent/guardian notes describing illness for son/daughter. Parent notes that exceed twelve notes per year will be considered unexcused unless approved by the building principal.
- A verified doctor appointment: the student will be required to secure a written report from the doctor in order to be excused.
- Funeral: Funeral that requires traveling and absences more than three days shall be discussed with administration to be excused.
- Student illness verified in writing by a doctor or students sent home by school nurse.
- One college day for juniors and two college days for seniors with proof of the college attended.
- Court appearances.
- Absences due to extenuating circumstances shall be discussed and approved by an administrator.
- Out-of-school suspensions: Please refer to Section I, Part C, "Suspension Procedures," of the *Student Code of Conduct and Procedures Handbook* under "The Disciplinary Policy."
- Religious Observations.

### **Unexcused Absence Criteria:**

- Truancy from school.
- Returning to school without a note from parent/guardian or without prior notification (phone call or note) of absence.

- C. Absences explained by a parent/guardian note that exceed twelve days without a doctor's note or other unexcused absence.
- D. Any other reason not included in excused absences nor approved by an administrator.
- E. Vacations.

### **Tardy Policy**

The Decatur Public Schools does not penalize students who come late to school occasionally for reasons recognized by the State of Illinois as valid causes for missing school. However, the district and the state consider a student who arrives late without valid cause, unexcused. If the tardiness becomes habitual, building administrators or designee will meet with parents/guardians to determine the cause and then begin interventions to assist the child and/or family. Tardies ultimately equal unexcused absences from school.

### Tardy Consequences

1. After 5 tardies, students will receive a letter home and assigned detention.
2. After 7 tardies, students will receive a letter home and assigned detention. A meeting and attendance contract will be developed at the building level.
3. After 10 tardies, students will receive a letter home, and 1 day in Care/Transition. An attendance contract will be modified at the building level.
4. After 15 tardies, a parent meeting will be held regarding potential implementation of interventions and consequences of continued tardiness to school. Students will receive a letter home, and 2 days in Care/Transition.

### **Homebound Instruction**

Home services may be provided to a student if that student has a medical condition and **whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from** ~~will be out of~~ school for a minimum of 10 days or more, or on an intermittent basis due to a medical condition. **Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.** ~~For Home Study to take place, a conference to determine eligibility must be held with the appropriate school administrator. If it is determined Home Study is the best option, parents will be given next steps which will include a Medical Certification Form to be completed by the parent and physician overseeing the child's medical needs. Pregnancy does not automatically qualify for Home Study.~~ (Students on Home Study are not allowed to take Driver's Education and/or Behind the Wheel.)

### **Visitors to the School**

Decatur Public Schools is pleased to announce that we will begin a more formal visitor management process in all of our schools to strengthen the district's program for student and staff safety. The procedure will enable schools to screen all visitors against sexual offender registries in all 50 states and establish a consistent sign-in process across the district.

Please understand that the new process is not intended to discourage parents from visiting their children's schools. We welcome visitors and encourage all parents to be an active part of their children's educational experience. The goal is to enhance the safety and security of both students and staff by prohibiting school access to those who pose a potential threat. Visitors causing a disruption to the educational environment will be removed by building staff and authorities may be notified.

#### **How It Will Work:**

- All visitors, including parents, will be asked to report to the main office upon their arrival at the school



- A secretary or other office staff member will request that each visitor provide their driver's license or other state or federally issued photo ID
- The visitor's name, address and photo will be checked for a match to a national sexual offender database
- If no match is found, visitors will be issued a date-specific visitor's badge. These badges must be worn at all times while on the school grounds. Visitors must check in and receive a visitor badge each time they visit
- All visitors will be required to check out at the main office prior to leaving the building. Visitor badges will be collected, and office staff will destroy the badges so they cannot be reused
- Children who do not have a valid ID may be allowed to visit as long as they are accompanied at all times by an adult who has completed the ID process, and has been issued a badge

### **Equal Educational Opportunities**

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, ~~religious beliefs~~, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities. Any student may file a discrimination grievance by using the *Uniform Grievance Procedure*.

The Decatur Public Schools will, upon request of an individual, make reasonable accommodations in compliance with the ADA and Section 504 of the Rehabilitation Act. Requests shall be submitted to the Director of Human Resources.

## **GRADING & PROMOTION**

Decatur Public Schools is committed to the continuous development of students enrolled in the district's schools and to student achievement of the skills for the current grade assignment for promotion to a higher grade. Students will normally progress annually from grade to grade when in the judgment of the professional staff, it is in the best interest of the student involved.

Parents/Guardians will receive prior notification and explanation concerning the retention. The final decision to promote or retain a student rests with district administration.

All promotion and retention procedures will align with the established District Problem Solving Team Procedures as well as school board policy 6:280 Grading and Promotion.

### **Grading and Promotion**

Grading and promotion policy decisions shall be established by the Superintendent or designee. This system of grading and reporting academic achievement to students and parents/guardians will be recognized in all Decatur Public Schools. This policy will also determine when promotion and graduation requirements are met.

The decision to promote students to the next grade level will be dependent upon academic performance in reading and math, attendance, and performance on **District-Wide Assessment** (DWA) as described below. School Administrators shall ensure a personal learning plan is created for all students who are recommended for retention and/ or retained.

All non-traditional promotion (i.e. accelerated placement) and retention decisions for Decatur Public School must be approved by the Assistant Superintendent of Teaching & Learning.

### **Promotion Criteria**

A student's promotion status is determined by the following measures:

#### District-Wide Assessment (DWA)

- The **District-Wide Assessment** (DWA): The district-wide assessment will be the Fast Bridge or other norm-referenced assessment administered by the district. Students with no DWA

scores in either reading or math achievement will be considered based on classroom academic performance. If a student's DWA results are incomplete or inaccessible through no fault of the student, the Assistant Superintendent of Teaching & Learning shall make a promotion decision.

#### Academic Performance

- Report card grades in reading and math shall reflect a student's unit test scores and completion of homework assignments during the school year. The **final report card grade** in each subject is an average of the grades reported at the end of each of the four reporting periods.
- Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. A reasonable attempt to consult with the teacher must be made and documented by the principal prior to any change of a final grade.
- The home school must notify the parent/ guardian of any student being recommended for retention for the following school year no later than ten (10) school days after the conclusion of the first semester (i.e. 2<sup>nd</sup> quarter of grading). This notification must be documented (i.e. parent/ guardian name, contact number, date and time of contact)
- The home school must notify the Assistant Superintendent of Teaching & Learning no later than ten (10) school days after the conclusion of the first semester (i.e. 2<sup>nd</sup> quarter of grading) of any student the school may recommend for retention for the following school year.

#### **Promotion Criteria for Students with Disabilities**

Decisions on whether to promote or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law. Promotion and retention of a student having an Individualized Education Program (IEP) or receiving ~~reasonable~~ accommodations pursuant to Section 504 of the Rehabilitation Act shall be determined by the student's educational team.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom.

A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores;
- A technical error in assigning a particular grade or score;
- The teacher agrees to allow the student to do extra work that may impact the grade;
- An inappropriate grading system used to determine the grade; or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

#### **Attendance**

Students should obtain a 95% attendance rate. In **Illinois**, chronic or habitual truant is defined as a child who is absent without valid cause for 5 percent or more of the previous 180 regular attendance days.

#### **Retention**

All retained students will receive a Personal Learning Plan, which is developed by the student's school along with the student's parent/guardian. Grade cycles include grades K-3, grades 4-6, grades 7 and 8. Students Turning 15 on or before September 1<sup>st</sup> (Age Cycle 15): If the student is 15 years old on or before September 1<sup>st</sup> and has not met 8th grade promotion criteria, other attendance placement will be considered.

### **Parent Promotion Appeal**

At the conclusion of the summer school period, parents/guardians of retained students will have ten (10) school days after receiving the promotion determination notice from the home school to submit a written request (appeal) for an additional review to the Director of Teaching and Learning and then to the Assistant Superintendent of Teaching & Learning.

### **Final Approval**

All non-traditional promotion (i.e. accelerated placement) and retention decisions for Decatur Public School must be approved by the Assistant Superintendent of Teaching & Learning.

### **Homework**

Students may have assignments to complete outside of school. Parents shall cooperate with teachers to see that the work is done. Homework assignments may be given at any level from kindergarten through high school for a wide variety of reasons:

- To **REINFORCE** what was learned in class
- To **PRACTICE** what was learned in class
- To **FINISH** what was started in class
- To **RESEARCH** a topic chosen in class
- To **STUDY** independently a topic started in class
- To **VISIT** a library
- To **EXPLORE** new fields

### **You help your child when you:**

- Check each day to see if your child has a homework assignment and if he/she understands how to do it
- Schedule a specific and uninterrupted time for doing the homework.
- Provide a quiet place for study.
- Let your child do his/her own work.
- Reinforce what was taught at school.
- Check the work to make sure your child understands and completes assignments.
- Ask your child to tell you what he/she has been studying or has learned.
- Check to see that all borrowed school materials are returned promptly and in good condition.
- Check to see that the homework is completed on time and taken to school.

### **You hinder your child when you:**

- Do his/her homework for him/her.
- Disagree with or criticize the teacher and school.
- Nag or argue about homework.
- Show little interest.

**Note:** It is the responsibility of the parent to make transportation arrangements when your child stays for after-school help from the teacher.

### **Free and Appropriate Public Education**

Decatur Public Schools is a member of the Macon-Piatt Special Education District (MPSED). ~~Decatur provides a free and appropriate public education (FAPE) to every student with a disability.~~ **The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions for the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term *children with disabilities*, as used in this policy, means children between ages of 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) *Special Education* rules, that special education services are needed. Children with disabilities who turn 22 years old during the school year are eligible for such services through the end of the school year. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated,**

and provided with appropriate educational services. Students may be disabled within appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

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

If necessary, students may also be placed in nonpublic special education programs or education facilities. Questions about the Special Education District and the programs provided shall be directed to the Assistant Director of Special Education, 620 E Garfield Ave. Decatur, IL 62526 or call (217) 362-3055.

### **Section 504 Rights**

Section 504 of the Rehabilitation Act of 1973, commonly referred to as *Section 504*, is a nondiscrimination statute enacted by the U.S. Congress. The Act's purpose is to: (1) protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Dept. of Education (ED), and (2) ensure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has a record of having, or is regarded as having, a *physical or mental impairment* which substantially limits a *major life activity* as defined by 34 C.F.R. §104.3.

Parents/Guardians and/or students have the right to:

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Part 104. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. The services of an interpreter, for parents/guardians who are deaf or do not typically communicate using spoken English and who participate in a Section 504 meeting. 105 ILCS 5/14-6.01.
3. A free appropriate public education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.
4. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.
5. A placement in the least restrictive environment to the maximum extent appropriate to meet the student's needs. 34 C.F.R. §104.34.
6. Facilities, services, and activities comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
7. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.35.
8. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35(b) as to validation, administration, areas of evaluation, etc. The District shall consider
9. information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior,

physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35(c).

10. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parents/guardians and persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35(c).
11. Periodic reevaluation of students who have been provided special education and related services. 34 C.F.R. §104.35(d).
12. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
13. Examine relevant records. 34 C.F.R. §104.36.
14. An impartial hearing regarding the student's identification, evaluation, or educational placement including an opportunity for parental participation in the hearing and representation by an attorney, and a review procedure. 34 C.F.R. §104.36.
15. File a grievance under Board policy 2:260, *Uniform Grievance Procedure*, regarding any complaints that allege action prohibited by Section 504.
16. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504 coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
17. File a complaint with the Office of Civil Rights. The Office of Civil Rights may be contacted at:
  - a. U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202  
[www.ed.gov](http://www.ed.gov)

### **Accommodating Individuals with Disabilities**

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. When appropriate, the District may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.

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

Each service, program, website, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Superintendent or designee is designated the Title II Coordinator and shall:

1. Oversee the District's compliance efforts, recommend necessary modifications to the School Board, and maintain the District's final Title II self-evaluation document, update it to the extent necessary, and keep it available for public inspection for at least three years after its completion date.
2. Institute plans to make information regarding Title II's protection available to any interested party.

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

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

### **English Learners**

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to



meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

#### **Parent Involvement**

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

### **GRADUATION INFORMATION**

No student will be allowed to participate in the graduation ceremonies, or be listed in the graduation program unless all requirements for graduation have been completed. Any student who does not complete the requirements, but who completes the course work and provides official transcripts by the last day of summer before the next school year, will be considered a member of the graduating class. A contract outlining the course to be completed must be filed with a counselor and approved by the administration. No diploma will be issued until all of the requirements are met and the necessary transcripts have been received. If there are unique circumstances involved during the senior year, such as an extended illness, the principal may consider exceptions to this policy.

#### **High School Graduation Requirements**

A minimum of 22 credit hours is required for graduation from Decatur Public High Schools. Students are required to successfully complete the following to meet minimum requirements for high school graduation:

A minimum of 22 credit hours is required for graduation, distributed as described below:

<b>English</b>	English I English II 2 Credits - English elective	4 credits
<b>Mathematics</b>	1 credit – Algebra 1 1 credit – Geometry	3 credits

<b>Science</b>	1 credit - Life Science 1 credit - Physical Science	2 credits
<b>Social Studies</b>	1 credit - World History (AP World History satisfies this requirement) 1 credit - United States History  0.5 credit- Civics (Grades 11 or 12, Illinois and United States Constitution Exams) 0.5 credit - Inequality & Change OR African American History	3 credits
<b>World Languages, or Art, or Music, or Vocational Education</b>		1 credit
<b>Physical Education or Waiver</b>	0.5 credit – Health  Must be enrolled in PE for all four years and Health for one semester, unless a waiver is approved	4 credits
<b>Consumer Education</b>	Depends on the specific course: Economics – 1 semester Honors Economics – 1 Semester Consumer Ed – 1 semester Independent Living – 1 semester Introduction to Business – 2 semesters Business, Marketing and Management – 2 semesters Vocational Cooperative Education ( <i>Levels 3 and 4</i> ) – 2 semesters Cooperative Work Education – 2 semesters	0.5 or 1 credit
<b>Electives</b>	Grades 9 - 12	4 credits

### Service Learning Requirements

Students must complete **6 hours of service learning for each year they are a student in Decatur Public Schools**. Students may not receive compensation for service hours. Projects can be academic or community based.

### Grade Level Classification

High School students will be assigned to their cohort when entering high school as a Freshman. They will progress with their assigned cohort throughout high school. A student “on track toward graduation” as a sophomore, junior, or senior will use the following requirements listed below. Students behind in credits will be identified as “deficient credits” while still labeled with their cohort

#### Sophomore Year:

##### 5.0 credits – must include:

- 1.0 credit for English
- 1.0 credit for Math

#### Junior Year:

##### 11.0 credits – must include:

- 2.0 credits for English
- 2.0 credits for Math (1.0 credit for Algebra X/Y students)
- 1.0 credits for Science
- 1.0 credit for Social Studies

**Senior Year:****16.0 credits – must include:**

- 3.0 credits for English
- 2.0 credits for Math
- 2.0 credits for Science
- 2.0 credits Social Studies

If a student does not meet all the graduation requirements by the end of their 4th year after entering high school, they will remain a senior until they meet all requirements.

**Please Note:** The classification of students who have participated in home schooling or other alternative placements will be determined by the administration on an individual basis upon entering high school.

**Registered Apprenticeship Program**

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

1. The registered apprenticeship program meets all criteria contained in State law;
2. The registered apprenticeship program is listed by the District, or the student identifies a registered (but not listed) apprenticeship program with a business or organization if one is not offered in the District;
3. The student enrolled in a registered apprenticeship program has the opportunity to earn post-secondary credit toward a certificate or degrees, as applicable;
4. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District and on its website; <sup>1</sup>
5. The Building Principal approves the substitution(s); and
6. All non-academic requirements mandated by the School Code for high school graduation that would otherwise prohibit or prevent the student from participating in the registered apprenticeship program are waived.

Information regarding the apprenticeship opportunities available to students may be found on the District's website under Our District > DPS Departments > Innovative Programs.

**Alternative Course Credit and Course Substitutions**

A student will receive high school credit for successfully completing any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools. High school transfer credits from schools approved by the state and certified by the North Central Association (NCA) or its equivalent will be evaluated by the administration. The conversion formula is typically one-half Carnegie unit of credit equals 1 semester credit hour.

Credit toward graduation requirements may be earned from colleges, and from approved correspondence courses with the prior approval of the counselor and administration.

Credits earned will be counted in the grade point average according to the regular grading scale. Credits earned from schools in foreign countries will be calculated according to the regular grading scale only.

In addition, no student shall receive a certificate of graduation without passing a satisfactory examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.

Students may receive college credit through a variety of credit offerings. A student who successfully completes community college courses may receive high school credit, provided the student is a junior

---

<sup>1</sup> ~~23-III.Admin.Code §255.200(b)(4). See 6:310-E, *Class Substitution Request*, and 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. If the district does not maintain a website, delete.~~

or senior in good academic standing; the course is approved in advance by the student and guidance counselor and the high school administration; the student assumes responsibility for all fees; and the course would be transferable to a four-year college. Three (3) semester hours credit shall be considered the equivalent of one-half (0.5) of credit toward graduation.

**The building principal or designee is responsible for notifying students and their parents/guardians of the District's graduation requirements.**

### **Physical Education Requirements**

1. A student must pass a semester of physical education for each semester in attendance, up to eight (8) semesters, unless the student is excused by a physician or by the school administration, or through an IEP. The physical education requirement includes one (1) semester of health education, which is offered in the freshman year. Health Education is required even though participation in physical education may be excused.
2. Physical education is counted in the units of credit required for graduation. One-half (.5) unit of academic credit is granted for health education.
3. Administrative reasons for waiver of one (1) or more semesters of physical education are:
  - a. Students enrolled in work-study programs that do not allow time for physical education.
  - b. Participation in an alternative/technical/vocational school program which does not permit the possibility of physical education. Such students are excused only when recommended by the administrator of the program and approved by the Superintendent or designee.
  - c. Summer school courses in physical education may be taken following promotion from the 8<sup>th</sup> grade. Credit for physical education may be earned by completing summer courses, regular courses or a combination thereof.
  - d. Students in grades 11 or 12 may request exemption from physical education for the following reasons:
    - i. The student provides written evidence from an institution of higher education that a specific course not included in existing state or local minimum graduation standards is required for admission. The student may be granted an exemption from physical education if the student cannot work the course into this year's or future schedules and needs to use physical education time to schedule the specific course.
    - ii. The student lacks sufficient course credit or lacks one or more courses required by state statute or local school board policies for graduation. Students who have failed required courses, transferred into the district with deficient credits, or lack credits due to other causes may qualify.
    - iii. The student athlete may take an extra course in place of physical education during the duration of the sports season.
      - a. A student athlete is a student who is currently participating in interscholastic athletics or who, based upon previous experience, is expected to participate during the junior or senior year. Current or past experience shall be certified by the inclusion of the student athlete's name on the season-ending IHSA eligibility certificate.
    - iv. Enrollment in Reserve Officers Training Corps (ROTC) program sponsored by the District
    - v. A student who is enrolled in a program through the Heartland Technical Academy.
    - vi. Students in grades 9, 10, 11, or 12 may request exemption from physical education due to enrollment in marching band (*first semester only*).

### **Early Graduation**

Decatur High Schools are designed to be four-year institutions. While the overwhelming majority of students attend high school for the full four years, it is possible to graduate after seven semesters. The school is not responsible to provide courses in a specific sequence to allow a student to graduate early.

Students who intend to graduate early must complete an application with their guidance counselor by December 1<sup>st</sup> of their junior year. Upon the completion of the application, the counselor will submit a request to the principal. In order to graduate early, a student must meet all requirements for graduation by the last day of final exams in December. Seniors intending to graduate early must meet with their counselor to ensure that all requirements are met. The eighth (8<sup>th</sup>) semester of PE will be waived under those circumstances.

Students who graduate early are allowed to participate in all spring senior activities, which include prom and graduation ceremonies as well as any graduation activities. Early graduates will be invited to attend any applicable awards assemblies or honor banquets. Early graduates who qualify are eligible to receive Graduation Honors.

Transfer students must complete one full semester at Decatur High Schools to be eligible for early graduation.

#### **Graduation Honor Requirements – (determined after 7 semesters)**

**Summa Cum Laude** (Must meet all of the following criteria)

- At least a 3.85 or above GPA
- Attain an SAT benchmark score of 1410 and above

**Magna Cum Laude** (Must meet all of the following criteria)

- At least a 3.70 - 3.84 GPA
- Attain an SAT benchmark score of 1210 - 1400

**Cum Laude** (Must meet all of the following criteria)

- At least a 3.50 - 3.69 GPA
- Attain an SAT benchmark score of 1010 - 1200

**Gold Delta**

- Students who have attended a Decatur Public High School for two or more semesters and have a GPA of at least 3.0 will receive the Gold Delta recognition. Early graduates are eligible.

**Orator**

- The Orator must have attended a Decatur Public High School for two or more semesters and have a GPA of at least a 3.0.

#### **Graduation Speakers**

- **Summa Cum Laude** – Students who qualify for Summa Cum Laude may apply to speak at graduation. A committee consisting of administrators, counselors, teachers, parents and students will select the speaker from the qualified applicants.
- **Orator** – The Orator is the student who has been selected by the senior class to speak during the graduation ceremonies.

#### **Programs for Students at Risk of Academic Failure and/or Dropping out of School and Graduation Incentives Program**

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:

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

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;



4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

### **Re-Enrollment**

Re-enrollment shall be denied to any individual 19 years of age or older who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. **Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210.** A person denied re-enrollment will be **offered counseling and be directed to alternative educational programs,** ~~provided recommendations for alternatives,~~ including adult education programs that lead to graduation or receipt of a GED. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Act or accommodation plans under **the Section 504 of the Rehabilitation Act.** ~~Americans with Disabilities Act.~~

### **Student Identification**

In order to provide a safer school environment, the district has provided student identification (I.D.) cards to students at the middle and high schools. The I.D.s allow for admittance into the schools, as well as admission at extracurricular activities. It is stressed that the I.D. be in the student's possession at all times. Refer to the school handbook for specific school procedures concerning student identification.

## **GIFTED EDUCATION**

The gifted identification process has been developed to satisfy Illinois State rules and regulations and meet the particular needs of the District 61 school community.

Gifted identification takes place towards the end of second grade. FastBridge is the Universal Screener assessment used to screen students recommended for additional gifted testing. Students scoring in the 80<sup>th</sup> percentile or above on FastBridge will be considered for additional gifted testing utilizing the CoGAT (Form 8) assessment. The CoGAT assesses verbal skills (language), quantitative (math), and nonverbal skills (spatial reasoning).

Teachers and parents may recommend that students be tested at any time during the year.

### Subjective Criteria

At the beginning of each school year, district principals and staff are notified of students identified as gifted. Included in this notification is specific data identifying areas where students are gifted.

### **Nomination/Withdrawal Procedure**

Students who do not meet the objective criteria may be nominated to the gifted list by a core academic educator or parent/guardian. One of the following must be submitted in writing to the Director of Curriculum & Instruction, along with written confirmation by at least one other district academic educator who is familiar with, but not related to, the student:

- A narrative documenting the learning characteristics of the student.
- Completion of Joseph Renzulli's Scale for Rating the Behavioral Characteristics for the student.

Nominations will be considered for the current school year up to the end of the first quarter. As needed, a meeting involving educators and/or parents, Gifted Services staff, and (when age appropriate) the student, may be arranged to discuss the nomination or withdrawal recommendation.

### **District Identification Schedule**

Gifted Services systematically identifies students with objective measures at the following intervals:

Grade 2 – FastBridge

Grade 6- FastBridge recheck

Grade 9 – PSAT

## **Summer School**

Summer School may be offered for students from pre-kindergarten through grade twelve. Remedial, developmental, and enrichment programs are designed to meet individual student needs. Dates, times and locations of classes vary. Information regarding summer school is available in each school building in March. All retained students will be considered for summer school placement.

## **Parent Participation**

Each school in District #61 seeks to involve parents as active partners to assist students to reach their academic goals. The Parent-Teacher Association (PTA) and formal booster clubs welcome parents to be part of their organizations. Volunteers are welcome to assist in the classrooms and with a variety of activities within the schools.

Schools with Title I programs have developed formal **School-Parent Compacts**. The Compact is intended to identify the role that students, parents, teachers, and administrators will provide in order to enhance student achievement.

### School-Parent Compact

It shall be the goal and purpose of Decatur Public Schools to provide a high-quality curriculum and instruction in a supportive learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Parents can foster this purpose by carefully monitoring attendance, homework, and behavior. Parents shall stress the need to make learning a priority. Parents are encouraged to visit the school and become involved in their children's educational career; and are encouraged to be active in the educational decisions of the child and be supportive of extra-curricular participation by their children.

Students will be given the opportunity to be successful in school and life. They will attend classes taught by highly qualified staff and be given a curriculum which will help them to achieve an education which is second to none in Illinois. They will be assessed based on the Illinois Standards of Learning. Additional assistance will be provided to students who fall behind in educational endeavors. Services include, but are not limited to, tutoring and appropriate referrals to additional programs as indicated.

Each Title I school has developed a **Parent Involvement Policy** which outlines how parents may actively participate in the education of their child(ren). The District's Parent Involvement Policy is outlined in Board Policy 6:170, "Title 1 Programs," with exhibits for both the district level and school levels. This policy and related exhibits may be accessed on the District's website, [www.dps61.org](http://www.dps61.org), by clicking on the "Our District" tab and the "District Policies" tab.

## **The Abused and Neglected Child Reporting Act**

Whenever there is reasonable cause to suspect that a child (any person under the age of 18 years) or an abused or neglected individual with a disability (a student aged 18 through 22) is "abused" or "neglected," the Illinois law requires school personnel to immediately report it to the Department of Children and Family Services (DCFS).

**"Abused child"** means a child whose parent or immediate family member, or any person responsible for the child's welfare, or any individual residing in the same home as the child, or a paramour of the child's parent: a) inflicts, causes to be inflicted, or allows to be inflicted upon such child physical injury, by other than accidental means, which causes death, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function; b) creates a substantial risk of physical injury to such child, by other than accidental means, which would be likely to cause death, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function; c) commits or allows to be committed any sex offense against such child, as defined in the Criminal Code of 2012 or in the Wrongs to Children Act, and extending those definitions of sex offenses to include children under 18 years of age; d) commits or allows to be committed an act or acts of torture upon such child; e) inflicts excessive corporal punishment or, in the case of a person working for an agency who is prohibited from using corporal punishment, inflicts corporal punishment upon a child or adult resident with whom the person is working in his or her professional capacity; (f) commits or allows to be committed the offense of female genital mutilation, as defined in Section 12-34 of the Criminal Code of 2012, against the child; (g) causes to be sold, transferred, distributed, or

given to such child under 18 years of age, a controlled substance as defined in Section 102 of the Illinois Controlled Substances Act in violation of Article IV of the Illinois Controlled Substances Act or in violation of the Methamphetamine Control and Community Protection Act, except for controlled substances that are prescribed in accordance with Article III of the Illinois Controlled Substances Act and are dispensed to such child in a manner that substantially complies with the prescription; ~~or~~ (h) commits or allows to be committed the offense of involuntary servitude, involuntary sexual servitude of a minor, or trafficking in persons as defined in Section 10-9 of the Criminal Code of 2012 against the child; or i) commits the offense of grooming, as defined in Section 11-25 of the Criminal Code of 2012, against the child.

A child shall not be considered abused for the sole reason that the child has been relinquished in accordance with the Abandoned Newborn Infant Protection Act.

**"Neglected child"** means any child who is not receiving the proper or necessary nourishment or medically indicated treatment including food or care not provided solely on the basis of the present or anticipated mental or physical impairment as determined by a physician acting alone or in consultation with other physicians or otherwise is not receiving the proper or necessary support or medical or other remedial care recognized under State law as necessary for a child's well-being, or other care necessary for his or her well-being, including adequate food, clothing and shelter; or who is subjected to an environment which is injurious insofar as (i) the child's environment creates a likelihood of harm to the child's health, physical well-being, or welfare and (ii) the likely harm to the child is the result of a blatant disregard of parent, caretaker, or agency responsibilities; or who is abandoned by his or her parents or other person responsible for the child's welfare without a proper plan of care; or who has been provided with interim crisis intervention services under Section 3-5 of the Juvenile Court Act of 1987 and whose parent, guardian, or custodian refuses to permit the child to return home and no other living arrangement agreeable to the parent, guardian, or custodian can be made, and the parent, guardian, or custodian has not made any other appropriate living arrangement for the child; or who is a newborn infant whose blood, urine, or meconium contains any amount of a controlled substance as defined in subsection (f) of Section 102 of the Illinois Controlled Substances Act or a metabolite thereof, with the exception of a controlled substance or metabolite thereof whose presence in the newborn infant is the result of medical treatment administered to the mother or the newborn infant. A child shall not be considered neglected for the sole reason that the child's parent or other person responsible for his or her welfare has left the child in the care of an adult relative for any period of time. A child shall not be considered neglected for the sole reason that the child has been relinquished in accordance with the Abandoned Newborn Infant Protection Act. A child shall not be considered neglected or abused for the sole reason that such child's parent or other person responsible for his or her welfare depends upon spiritual means through prayer alone for the treatment or cure of disease or remedial care as provided under Section 4 of this Act. A child shall not be considered neglected or abused solely because the child is not attending school in accordance with the requirements of Article 26 of The School Code, as amended.

In addition to the report to DCFS, District #61 personnel will report all real or suspected abuse to the Juvenile Offices of the Decatur Police Department.

### **Student Transfer from District 61**

Pupils of parents who move from District 61 after the beginning of the current school year may continue to attend school within the District on a tuition-free basis for the remainder of the current school year only. Transportation, regular attendance, and punctuality for pupils who move for any of the exemptions noted are the responsibility of the parents and pupils.

### **Student Assignments and Transfers within District 61**

The Decatur Public Schools will enroll students who reside with a natural parent or legal guardian within the boundaries of the Decatur Public School District #61. Unless exempted under other provisions of this policy, the student shall attend school in the attendance center in which the parent or guardian resides. **[NOTE: Hereafter, "parent(s)" refers to natural parent(s) or legal guardian(s).]**

### Transfers within the District

1. If the parent(s) of a student move(s) to another school boundary after the start of the school year, the student may complete the current school year at the same school. These actions are possible provided the criteria listed below are met:
  - a. Parent(s) provide transportation; and
  - b. Absenteeism and tardiness shall **not** increase beyond the student's previous record; and
  - c. Behavioral infractions do not increase; and
  - d. The student shall be picked up promptly after school

NOTE: **This exemption may be revoked if items a, b, c or d are not maintained.**

2. Students who have attended a given school while enrolled in Decatur Public Schools for their entire high school career and whose parents/legal guardian move from the attendance area traditionally served by that school may petition to remain in that school and retain eligibility regarding residence for the twelfth (12th) grade, provided the student has completed eleventh (11th) grade, earned 16 credits, and meets the criteria listed below:
  - a. Parent(s) provide transportation; and
  - b. Absenteeism and tardiness shall **not** increase beyond the student's previous record; and
  - c. Behavioral infractions do not increase; and
  - d. The student shall be picked up promptly after school

NOTE: **This exemption may be revoked if items a, b, c or d are not maintained.**

3. The parent of any student enrolled may petition Student Services for possible transfer to another school within the district. Requests to transfer from one DPS attendance center school to another DPS school must be completed on the form, "***Student Request for School Transfer,***" and must be approved by the Director of Student Services before the transfer can occur. **Transfer Requests into a Magnet school will not be accepted.** Student Services will report the decision to the petitioning parents of the student. If the petition has been approved, the student may become a transfer student to the new school for the current school year only, provided the criteria listed below are met:
  - a. Parent(s) provide transportation; and
  - b. Behavioral infractions shall not increase beyond the student's previous record; and
  - c. Absenteeism and tardiness shall **not** increase beyond the student's previous record; and
  - d. The student shall be picked up promptly after school.

NOTE: **This transfer may be revoked if items a, b, c or d are not maintained.**

**SPORTS ELIGIBILITY NOTE:** A student may LOSE EXTRACURRICULAR ELIGIBILITY upon transferring. Please refer to the IHSA/IESA guidelines for further information, which can be found at [www.ihsa.org](http://www.ihsa.org) (high school) and [www.iesa.org](http://www.iesa.org) (middle school).

5. If a student's attendance center is determined by a health or psychological problem, the student will become eligible for athletics immediately if within the first ten (10) days of a semester, or within one calendar month following the date of a transfer later in the semester.
6. A student seeking admission into the Decatur Public Schools must meet all eligibility prerequisites as mandated by State law; and must also present a completed good standing form from the school from which the student is transferring. Students who are not in good standing are covered under Board Policy 7:50, and must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into Decatur Public Schools. Students transferring into Decatur Public Schools not in good standing shall be referred to Student Services.
7. A student with a health or psychological problem may attend another school when recommended by a physician and approved by Student Services.
8. When a student is placed in a special education program, the Individual Education Plan (IEP) may limit the type of school facility which the student can attend. Normally, the student will attend the section of the appropriate program which is closest to his/her home. Exceptions may be made in unique situations determined by the student's IEP or in cases where there is no space available in the closest section.

### **Homeless Children**

You are considered homeless if you live in a shelter or motel, share housing because you lost your housing for economic reasons, live in a campground, car, old building or other temporary shelter, or you don't have a permanent address.

You have the right to:

- Enroll your child in school immediately, even without school or medical records.
- Get help from the district liaison with immunizations and/or medical records.
- Choose your child's old school or school closest to where you are living now.
- Get transportation to and from school for your child under certain circumstances.
- Dispute enrollment or transportation decisions.
- Participate in your child's education.

If you need help, please call Student Services at 362-3060.

### **Procedure for School Problems**

Parents and visitors to schools must first report to the school office upon entering the building for any reason. When problems arise that are child- or school-centered, parents shall make every effort to find a solution with the child's teacher. If no satisfactory solution is found, **the channel of appeal is:**

- 1) ***Building Administrator;***
- 2) ***Director of Student Services;***
- 3) ***Appropriate Assistant Superintendent;***
- 4) ***Superintendent;***
- 5) ***Board of Education.***

Every effort will be made to find fair and equitable solutions to all problems.

### **Teacher and Paraprofessional Qualifications Notification**

Parents may request, and the District will provide the parents on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether:

- a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- b. The teacher is teaching under emergency or other provisional status.
- c. The teacher is teaching in the field of discipline of the certification of the teacher.
- d. Paraprofessionals provide services to the student and, if so, their qualifications.

If you have any questions or need additional information, please feel free to contact Human Resources at 362-3031.

### **Resolution on Racism**

Decatur Public Schools has committed to equity and developed a Resolution on Racism. This resolution to declare racism as a Public Health Crisis as it adversely impacts our students, families, staff, and community at large. All incidents of racism or discrimination shall be reported and investigated appropriately. The "Racial Bias Report Form" can be found on the DPS website.

### **School Student Records**

The principal is the official records custodian of each school. Student records are maintained at the school of last attendance until five (5) years after the student **transfers, graduates, or permanently withdraws.** ~~'s normal graduation from high school.~~ At that time, temporary records are destroyed and permanent records transferred to the central office for microfilming.

The following information pertains to the rights and obligations of parents, students and the school under the Illinois School Student Records Act (ISSRA) and the rules promulgated by the Illinois State Board of Education.

1. The student permanent record consists of basic identifying information, academic transcript, attendance record, ~~accident reports,~~ health record, record of release of permanent record information, scores received on all State assessment tests administered at the high school level (grades 9 through 12), and may also consist of records of awards and participation in school-sponsored activities. No other information will be placed in the student permanent record. The permanent record will be kept for 60 years after **transfer**, graduation or permanent withdrawal (ISSRA, Section 2(e); Section 4(e)).



2. "Student Temporary Record" means all information contained in a school student record but not contained in the student permanent record. Such information may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, teacher evaluations, and other information of clear relevance to the education of the student, all subject to regulations of the State Board. The information shall include information provided under Section 8.6 of the Abused and Neglected Child Reporting Act. In addition, the student temporary record shall include information regarding serious disciplinary infractions that resulted in expulsion, suspension, or the imposition of punishment or sanction. For purposes of this provision, serious disciplinary infractions means: infractions involving drugs, weapons, or bodily harm to another. (ISSRA, Section 4(f)).
3. Parents/legal guardians have the right to:
  - a. Inspect and copy all permanent and temporary records within a reasonable time and in no case later than ten (10) business days after the date of receipt of such request by the official records custodian. The time for response may be extended by the school district by not more than five (5) business days from the original due date for any of the following reasons: (1) the requested records are stored in whole or in part at other locations than the office having charge of the requested records; (2) the request requires the collection of a substantial number of specified records; (3) the request is couched in categorical terms and requires an extensive search for the records responsive to it; (4) the requested records have not been located in the course of routine search and additional efforts are being made to locate them; (5) the request for records cannot be complied with by the school district within the time limits prescribed by subsection (c) of this Section without unduly burdening or interfering with the operations of the school district; or (6) there is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district or among 2 or more components of a public body or school district having a substantial interest in the determination or in the subject matter of the request. A student shall have the right to inspect and copy his/her school student permanent record. The school charges for copies unless the student is unable to pay. No parent or student shall be denied a copy of school student records due to inability to bear the cost of such copying (ISSRA, Section 5(d)).
  - 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.
  - c. Challenge the accuracy, relevance or propriety of any entry in the school student records, exclusive of academic grades and references to expulsions or out-of-school suspensions, by requesting a hearing with the school.
    - (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 fifteen (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 no later than fifteen (15) days after the informal conference, unless an extension of time is agreed upon by the parents and school officials.
  - d. File a complaint with the US Department of Education concerning alleged failure by the District to comply with the requirements of the Family Educational Rights and Privacy Act. The address is Student Privacy Policy Office, USDOE, 400 Maryland Avenue, SW, Washington D.C. 20202-8520.
4. 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 as a representative by a parent (ISSRA, Section 6(a)(1));
  - 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 (ISSRA, Section 6(a)(2));
  - c. to the official records custodian of another school in which the student has enrolled or intends to enroll, provided that the parent receives prior written notice of the nature and substance of the information to be transferred and opportunity to inspect, copy, and challenge such information. If the address of the parents is unknown, notice may be served upon the records

custodian of the requesting school for transmittal to the parents. Such services shall be deemed conclusive and ten (10) school days after such service, if the parents make no objection, the records may be transferred to the requesting school (ISSRA, Section 6(a)(3); Rules, Section 375.70(a));

- d. to any person for the purpose of research, statistical reporting, or planning, provided that such research, statistical reporting, or planning is permissible under and undertaken in accordance with the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
  - e. pursuant to a court order, provided that the parent shall be given prompt written notice upon receipt of such order of the terms of the order, the nature, and substance of the information proposed to be released in compliance with such order, and an opportunity to inspect, copy, and challenge the contents of the school student records (ISSRA, Section 6(a)(5); Rules, Section 375.70(c)(3));
  - f. to any person as specifically required by state or federal law, provided that such person shall provide the school with appropriate identification and a copy of the statute authorizing such access and the parent receives prior written notice of the nature and substance of the information to be released and an opportunity to inspect, copy, and challenge such information. If the release of information relates to more than 25 students, such prior notice may be given in a local newspaper of general circulation or other publication directed generally to parents (ISSRA, Section 6(a)(6); Rules Section 375.70(b));
  - g. to juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. For purposes of this Section "juvenile authorities" means: (i) a judge of the circuit court and members of the staff of the court designated by the judge; (ii) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (iii) probation officers and court-appointed advocates for the juvenile authorized by the judge hearing the case; (iv) any individual, public or private agency having custody of the child pursuant to court order; (v) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (vi) any potential placement provider when such release is authorized by the court for the limited purpose of determining the appropriateness of the potential placement; (vii) law enforcement officers and prosecutors; (viii) adult and juvenile prisoner review boards; (ix) authorized military personnel; (x) individuals authorized by court. (ISSRA, Section 6.5)
  - h. subject to regulations of the Illinois State Board of Education 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 no later than the next school day after the date that the information released, the date of release, the person, agency or organization receiving the information, and the purpose of the release (ISSRA, Section 6(a)(7); Rules, Section 375.60);
  - i. 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.
5. In accordance with the Family Educational Rights and Privacy Act (FERPA) and ISSRA, directory information may be disclosed without prior notice or consent unless the parent/guardian or eligible student notifies the Records Custodian or other official in writing, before October 1 of the current school year, that he/she does not want any or all of the directory information disclosed. Directory information includes:
- a. Identifying information: student's name, address, grade level, birth date and place, parents' names, mailing addresses, electronic mail addresses, and telephone numbers;
  - b. Photographs, videos, or digital images used for informational or new-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs, except that:
    - (i) No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable (see 765 ILCS 1075/30); and

- (ii) No image on a school security video recording shall be designated as directory information;
- c. Academic awards, degrees, and honors;
- d. Information in relation to school-sponsored activities, organizations, and athletics;
- e. Major field of study; and
- f. Period of attendance in the school.

Additionally, FERPA requires that parents be notified that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent.

### Sex Equity

No student shall, based on sex, sexual orientation, or gender identity, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using the *Uniform Grievance Procedure* provided in Board Policy 2:260. A student may appeal the School Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of the School code). Board Policy 2:260 may be accessed on the District's website, [www.dps61.org](http://www.dps61.org) by clicking on the "Our District" tab and the "District Policies" tab.

### Sexual Harassment Policy

Sexual harassment is prohibited. ~~Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or ore of the following:~~

- ~~1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or~~
- ~~2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or~~
- ~~3. Sexual assault as defined in 20 U.S.C. §1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. §12291(a)(10), domestic violence as defined in 34 U.S.C. §12291(a)(8), or stalking as defined in 34 U.S.C. §12291(a)(30).~~

~~Examples of sexual harassment include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities rape, sexual battery, sexual abuse, and sexual coercion.~~

~~Students who believe they are victims of sexual harassment or have witnessed sexual harassment may file a complaint with the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, a counselor or any employee with whom the student is comfortable speaking. Students may choose to report to a person of the students' same gender. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make complaints in bad faith or who knowingly submit false information may be disciplined under the student Code of Conduct. A determination Respondent is not responsible for Title IX Sexual Harassment, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.~~ **The District shall respond to complaints of sexual harassment consistent with Board Policy 2:265.**

Title	Title IX/ Human Resources Director	Email: dpsnondiscriminationcoordinator@dps61.org
Address	101 W. Cerro Gordo, Decatur, IL 62523	
Phone	217-362-3031	
Title	Assistant Superintendent	Assistant Superintendent
Address	101 W. Cerro Gordo, Decatur, IL 62523	101 W. Cerro Gordo, Decatur, IL 62523
Phone	217-362-3013	217-362-3019

The District's grievance process shall, at a minimum:

- ~~1. Treat Complainants and Respondents equitably by providing remedies to a Complainant where the Respondent is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a Respondent.~~
- ~~2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.~~
- ~~3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process: a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent. b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.~~
- ~~4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.~~
- ~~5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant.~~
- ~~6. Include a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.~~
- ~~7. Include reasonably prompt timeframes for conclusion of the grievance process.~~
- ~~8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.~~
- ~~9. Base all decisions upon the preponderance of evidence standard.~~
- ~~10. Include the procedures and permissible bases for the Complainant and Respondent to appeal.~~
- ~~11. Describe the range of supportive measures available to Complainants and Respondents, and provide such supportive measures, when requested by either party, regardless of complaint status~~
- ~~12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.~~

~~Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the Board in the context of the relationship of the third party to the District. Any student of the District who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.~~

## **Care of Students With Diabetes**

The Illinois legislature enacted the *Care of Students with Diabetes Act* ("Act") effective December 1, 2010 (105 ILCS 145/1 et. Seq). The Act **requires a parent or guardian** to submit a Diabetes Care Plan to the school for any student who seeks assistance with diabetes care in the school setting or who has been managing his or her diabetes care in the school setting.

Under the Act, specific information must be provided in the Diabetes Care Plan such as physician instructions for the student's diabetes management and designation of appropriate school staff who will provide and supervise services for the student. Therefore, parents and guardians are encouraged to collaborate with the student's physician and school personnel in the creation of the plan.

**The Diabetes Care Plan must be submitted to the school at the beginning of each school year**, upon enrollment, as soon as practical following a student's diagnosis, or when a student's care needs change during the school year. **It is the parent or guardian's responsibility** to inform the school in a timely manner of any changes to the Diabetes Care Plan recommended by the student's physician.

In addition to the Diabetes Care Plan, **parents must also complete forms provided by the school district regarding authorization for the administration of medication** and authorization for designated district representatives to communicate directly with the student's physician regarding the necessary management of the student's diabetes. **Failure to do so may result in a welfare safety call to the Department of Children and Family Services (DCFS).**

To assist the school district in safely transporting the student, the Act also requires that an information sheet be provided to any school employee who transports a student for school-sponsored activities. The information sheet identifies potential emergencies that may occur as a result of the student's diabetes and the appropriate responses to such emergencies. Parents must assist the district in the completion of the transportation information sheet by providing the information and authorizations necessary to complete the form.

To begin the process of completing the Diabetes Care Plan and other required documents, the parent or guardian must contact the student's building principal.

### **Life-Threatening Food Allergy Management Program**

The District has implemented a policy for managing students with life-threatening food allergies (Board Policy 7:285). If your student has a life-threatening food allergy, you must inform the building principal and submit the necessary health information and medication authorization forms to the school. A meeting will then be scheduled to review the health information submitted by the student's physician, assess the student's allergy management needs and develop an individual health care plan and emergency action plan for the student. An individual health care plan indicates the steps the school will take to accommodate the individual needs of the student with a life-threatening food allergy in school and at school-related activities. The accommodations provided in an individual health care plan will depend on the age of the student, the allergens involved and the facilities at the school. An emergency action plan indicates the specific treatment steps school personnel will take if a student has a life-threatening allergic reaction while at school or at a school-related activity.

### **Asthma**

Public Act 099-0843 requires schools to request an Asthma Action Plan (AAP) from parents of students with asthma.

### **Medications at School**

Only in exceptional cases, where failure to take a prescribed medication could jeopardize the student's health and/or education, may medication be taken in school. Taking of medication is limited to students with long-term chronic illness or disability. **Antibiotics and over-the-counter drugs (e.g., Tylenol, cough medications, and cough drops) will not be taken at school.** Homeopathic products derived from minerals, botanical substances, animal parts, microorganisms, and other sources will not be taken at school. **The nurse may decline to administer a medication that does**



**not meet guidelines, that might be given outside of school hours, or that might jeopardize student safety.**

Authorization for the administration of both prescription and non-prescription drugs at school shall be provided on Student Health Form 24A (acquired from schools or physicians) and shall consist of written order obtained from the student's licensed prescriber and written request by the parent or guardian that medication be given during school hours. **All medication authorizations must be renewed annually by the beginning of each school year.**

During enrollment, parents or guardians shall receive "Student Health Guidelines" which further explain all health requirements and policies.

Students shall not allow other students to carry, possess, or use their prescription or non-prescription medication.

**Pesticides**

Pesticides will not be applied on the paved surfaces, playgrounds, or playing fields of any school serving grades K-8 during a school day or partial school day when students are in attendance for instructional purposes. Additionally, the application of any restricted use pesticides is prohibited on or within 500 feet of school property during normal school hours. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/.

**Protection of Pupil Rights Act**

Parents have the right to inspect all instructional materials, including teacher's manuals, films, tapes, or other supplementary material, which will be used in connection with any survey, analysis, or evaluation of their child (such instructional materials do not include academic tests or assessments).

Parents shall have the right to inspect a survey created by a third party before it is administered and distributed to their student. Said surveys may be obtained by contacting the appropriate school office and/or teacher. Parents shall have the right to be informed of the arrangements made to protect student privacy with regard to surveys requesting particular personal information.

Parents shall have the right to inspect any instructional material used as part of their child's educational curriculum by contacting the appropriate teacher to establish a mutually convenient time for viewing. **Instructional material does not include academic tests or academic assessments.**

Parents shall have the right to notification of any physical examinations or screenings which the district may administer to the student.

Parents shall have the right to inspect any collection instrument used for the purpose of marketing or selling of personal information. Parents may opt-out of this process by filing with the appropriate school office a non-disclosure request form by September 1<sup>st</sup> of each school year.

Parents shall have the right to refuse consent for their child to submit to and/or to request protections of student privacy for any survey that reveals the following information:

- a. Political affiliations or beliefs of the student or the student's parent;
- b. Mental or psychological problems of the student or the student's family;
- c. Sex behavior or attitudes;
- d. Illegal, anti-social, self-incriminating, or demeaning behavior;
- e. Critical appraisals of other individuals with whom respondents have close family relationships;
- f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. Religious practices, affiliations, or beliefs of the student or the student's parent; or
- h. Income (other than that required by Illinois law to determine eligibility for participation in a program or for receiving financial assistance).

Any parent interested in further information concerning the exercise of these rights shall contact the Superintendent.

### **Rights Under the School Visitation Rights Act**

Parents of students attending Illinois Schools who work for employers who employ at least 50 or more individuals in Illinois have certain rights under the School Visitation Rights Act (820 ILCS 147/1). Employed parents who have worked for an employer for at least six consecutive months, who work at least half-time, and who are unable to meet with educators because of a work conflict must be given leave of up to 8 hours during the school year to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during non-work hours. However, no more than 4 hours of this time can be taken on any given day and leave under this Act may not be taken unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the employee, except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer. The District will provide documentation for parents' use confirming the date and time of each school visitation upon a parent's request for such documentation. For regularly scheduled, non-emergency visitations, the District will make time available for visitation during both regular school hours and evening hours.

### **Teen Dating Violence Policy**

As required by state law, the Board of Education of Decatur Public Schools has adopted a Board Policy which prohibits teen dating violence; incorporates age-appropriate education about teen dating violence in grades 7 through 12; and establishes procedures for the manner in which school employees are to respond to incidents of teen dating violence that take place at the school, on school grounds, as a school-sponsored activity or in vehicles used for school-provided transportation. 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 threatens to use sexual violence in the dating relationship. A copy of the Board Policy. Policy 7:185 can be obtained by contacting the building principal or Superintendent or on the District's website ([www.dps61.org](http://www.dps61.org)).

### **Parent Sex Offender and Violent Offender Notification**

State law requires the District notify parents/guardians that information about sex offenders and violent offenders against youth is available to the public. The Department of State Police maintains a statewide Sex Offender Database for the purpose of identifying sex offenders. Parents/guardians can access the Statewide Sex Offender database by going to the following website: <https://www.isp.illinois.gov/Sor>. There is a users' agreement to accept and this will take you to this website: <https://www.isp.illinois.gov/Sor/Disclaimer>. Individual names can be searched by county or town. You may find the Illinois Statewide Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at <https://www.isp.illinois.gov/MVOAY>.

### **Parents Right to Opt-out of Health Education Activities**

No pupil shall be required to take part or participate in any class or course in comprehensive personal health and safety and comprehensive sexual health education. A student's parent or guardian may opt the student out of comprehensive personal health and safety and comprehensive sexual health education by submitting the request in writing. Parents can pick up the Opt-out Form from the school office. The District shall follow all requirements in 105 ILCS 5/27-9.1a regarding comprehensive health education instruction.

### **Extracurricular and Co-Curricular Activities**

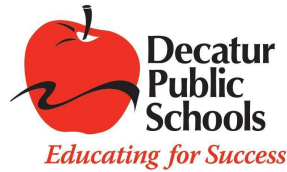
The Superintendent shall approve all District-sponsored extracurricular and co-curricular activities using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of members.
2. Membership is limited to students currently enrolled in the District.

3. Fees are reasonable and do not exceed the actual cost of operation.
4. The District has sufficient financial resources for the activity.
5. Requests from students.
6. The activity will be supervised by a school-approved sponsor.

Selection of members or participants is at the discretion of the sponsors or coaches, provided that the selection criteria conform to the District's policies. The student must meet the academic criteria set forth in the Board policy 6:190, *Extracurricular and Co-Curricular Activities*. Student and his/her parent(s)/guardian must provide written consent to random drug and alcohol testing as outlined in Board policy 7:300.

Students in grades 9-12 must satisfy the Illinois High School Association Scholastic standing requirements as well as each standard required by the attending Decatur Public Schools high school. Check with your attending high school for weekly passing work requirements. Any student participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.



## DISTRICT 61 AND STUDENT CODE OF CONDUCT

In order for District 61 to achieve its goal of educating Decatur's children, the school community has to establish expectations and standards of conduct for its members. All of the community's members play significant roles in the successful operation of our schools. Students, their parents, teachers, and school administrators bear responsibilities and possess rights. The following Rights and Responsibilities suggest everyone's proper role in the process.

### RIGHTS AND RESPONSIBILITIES

#### Rights of Students

- To attend school unless removed from school pursuant to District 61's Student Disciplinary Policy.
- To attend school in a safe and orderly environment.
- To enjoy the full benefit of their educational efforts without disruption from or towards other students.
- To have reasonable access to school personnel.
- To be informed of school rules and regulations.
- To be respected and treated courteously by staff members and administration.

#### Responsibilities of Students

- To attend school and classes regularly, on time, and to leave the school campus immediately at the end of the school day unless supervised by school personnel.
- To be prepared for class with the appropriate materials and work.
- To know and obey school rules and regulations.
- To respect the rights of school personnel, fellow students, and the public in general going to, coming from and during school.
- To achieve to the best of his/her ability.
- To be accountable for all actions.
- To report any knowledge of infractions to the student code of conduct book to the proper authority.
- To follow the dress code outlined in the Student Code of Conduct handbook.
- To understand and follow the Student Code of Conduct

Note: Participation in and/or attendance at activities are a privilege and not a right. It is the student's responsibility to maintain eligibility by maintaining appropriate academic and behavioral standards.

## **Rights of Parents/Guardians**

- To have their children educated in a safe and orderly environment.
- To have school personnel work cooperatively and in a timely fashion with parents.
- To be informed of district policies, regulations and school rules.
- To review their child's record with appropriate assistance and supervision from staff.
- To visit school and to participate in conferences with teachers, counselors or administrators regarding the academic and behavioral status of their children.
- To be respected and treated courteously by staff members and administration.

## **Responsibilities of Parents/Guardians**

- To set a positive example for their children by treating staff members with respect.
- To visit school and to participate in conferences with teachers, counselors or administrators regarding the academic and behavioral status of their children.
- To ensure that their children are fed and clothed to the best of their ability.
- To teach positive behavior to their children.
- To take on and accept the primary responsibility for rearing their children.
- To cooperate with the school in bringing about improvements designed to enhance the educational climate for all students.
- To provide the school with accurate information regarding the legal residence, guardianship, telephone number, medical data, and other facts which may help the school to ensure the safety and welfare of their children.
- To become familiar with district policies, school rules, and regulations, and to support reasonable disciplinary measures as applied by school personnel.
- To provide their children with a quiet study area and encourage their academic endeavors.
- To ensure that their children attend school on a regular basis and arrive at school on time prepared to work.
- To read, understand and reiterate the Student Code of Conduct to their school age children
- To encourage their child to report known infractions to the student code of conduct book to the proper authority.
- Call and report known school infractions to the student code of conduct book to the proper authority.



## **Rights of Staff Members**

- To expect and receive the attention, effort, and participation of students.
- To have parental and administrative support when enforcing rules designed to provide an appropriate learning climate.
- To provide a learning atmosphere where interruptions are held to an absolute minimum.
- To work in a safe and orderly environment.
- To be respected and treated courteously by parents and students.

## **Responsibilities of Staff Members**

- To set a positive example for their students by treating parents and students with respect.
- To consider the personal worth of each individual student as a single, unique, important human being.
- To express consistently high expectations for the achievement and behavior of all students.
- To equip each learner with the knowledge, skills, attitudes, and values required for successful living.
- To hold students accountable for their actions.
- To ensure that all students are treated equitably.
- To recognize different ideas, opinions, and expressions objectively and deal with them in a balanced, unbiased manner.
- To inform parents and students with timely or periodic reports, including all pertinent information related to the student's school experience.
- To continuously review their own performance and strive for professional growth.
- To initiate and enforce individual classroom and school rules consistently.
- Follow proper procedures in terms of infractions and consequences as outlined in the student code of conduct book.

## **Rights of Administrators**

- To initiate building rules, regulations, and procedures as needed to establish and maintain a safe and orderly environment in which appropriate learning and teaching conditions prevail.
- To expect that all school employees recognize and fulfill their role to provide and ensure an appropriate learning environment.

## **Responsibilities of Administrators**

- To set a positive example for their students by treating parents and students with respect.
- To provide leadership that will establish, encourage, and promote effective teaching and optimal learning.
- To establish, publicize, and enforce school rules that facilitate learning and promote good citizenship attitudes and habits.
- To hold students accountable for their conduct and to take prompt and appropriate action.
- To request assistance from the faculty, as well as the district's support personnel, community agencies, and resources when appropriate.
- To be sensitive to the concerns expressed by students, staff, parents and community.
- To act in the best interests of the students, staff and school.
- To establish procedures to address discipline problems.
- To provide in-service to staff in areas of discipline.
- To assist students in meeting the challenge of positive social behavior.
- To enforce the student code of conduct book with fidelity and consistency.

## STANDARDS OF CONDUCT

### General Conduct

It is necessary for any community to establish rules of conduct for its members if it is to achieve its goals. The school community is no exception. The school environment includes not only the school/district grounds, but also includes attendance and participation in all extracurricular activities and other school-related functions scheduled on or off the school campus, or while riding the school bus. Therefore, certain rules of behavior have been established for students. Students have the following responsibilities, and failure to carry out these responsibilities may result in disciplinary action:

1. It is the responsibility of each student to conduct himself/herself in the classroom in such a manner that does not interfere with his/her own learning or the learning of others in the class.
2. It is the responsibility of each student to attend class on time and to be prepared to participate.
3. It is the responsibility of each student to help keep the building clean; not to litter, mark on or deface school property and community areas.
4. It is the responsibility of each student to respect all staff and other students, and to be honest, polite and friendly. Directions are to be complied with regardless of whether a student is in the classroom, in the halls, in the cafeteria, at extracurricular activities, or at any other location on the school grounds. The perception that "he/she is not my teacher, so why should I listen to him/her" is to be avoided.
5. Students are not permitted to smoke in the building or on the school grounds or at school activities.
6. It is the responsibility of each student to keep doorways, hallways, restrooms and stairs clear at all times.
7. It is the responsibility of each student to leave the area in the event a disruption involving students occurs. The student's mere presence as an onlooker tends to lend support and encouragement to those students causing the disruption.
8. Verbal or physical harassment, bullying, and/or intimidation will not be tolerated while at school. Any student who experiences such a situation shall report the incident to the principal or his/her designee as soon as possible. No student shall try to settle the problem himself/herself by allowing the situation to escalate into a physical confrontation.
9. It is the responsibility of each student to assist in promoting a safe and secure environment. This includes reporting anything out of the ordinary or questionable to the nearest staff member and to practice good safety habits such as not propping open doors, not letting in visitors to the school, and letting a staff member know if they are witness to a potential crime, weapon or violation.
10. During fire or disaster drills it is the responsibility of each student to move quickly and quietly to the assigned safety areas. Appropriate instructions given by school personnel are to be obeyed. The health and safety of many people depends upon cooperation from students.
11. Students are expected to submit authentic work that is not copied from another. Plagiarism is intellectual theft. No student should copy the work of another. Students who plagiarize will receive consequences at the administrator's discretion after an investigation is completed.
12. It is the responsibility of students to observe the same appropriate standards of conduct at extracurricular activities (home or away) as they do at school. Violence, disruptive behavior, involvement with drugs or alcohol at extracurricular activities or on fan buses will result in serious disciplinary action. Such action may include suspension and/or expulsion from school, suspension from attendance and/or participation at future extracurricular activities, and/or police action. Parents may be required to pick up their student at an out-of-town function.
13. Students shall not engage in Sexual Misconduct which includes, but is not limited to, sexual advances, request for sexual favors, and exhibit sexually motivated physical/verbal conduct or communications of any sexual nature. See Sexual Misconduct on page 54.
14. All students are entitled to have the opportunity to obtain maximum benefit from their educational experience. Thus, it is necessary to have rules and regulations that provide an educational climate in which learning can best take place. Students who show disrespect for the rights of others and disregard regulations may be subject to disciplinary action, which could include suspension or expulsion. In addition, they may be subject to removal from extracurricular activities and/or positions of leadership (i.e., Student Council, officer of Student Council or class).

## Bus Conduct

According to School Board Policy, certain misbehavior and misconduct will be grounds for suspension from riding the school buses. It will be the responsibility of the parent/guardian to provide transportation to and from school if this occurs. Behaviors include:

1. Prohibited student conduct as defined in the Board of Education policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of the bus driver's or other supervisor's directives.
6. Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants. (*Please see the guidelines provided by the building incorporated in the student bus schedules.*)

Video/audio cameras may be used on school buses as necessary in order to monitor conduct and maintain a safe environment for students and employees.

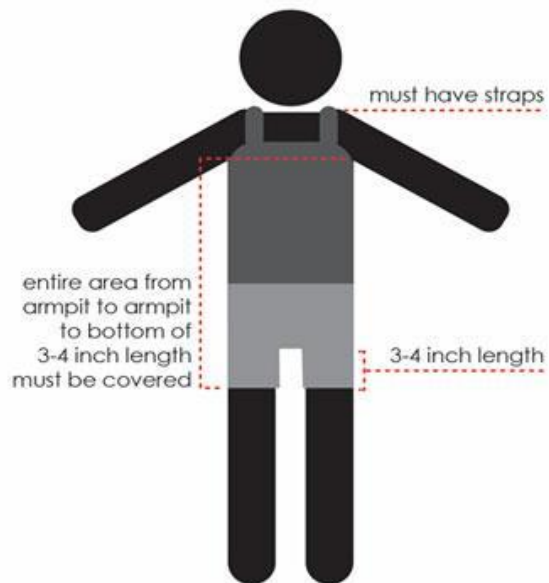
Students suspended from the school bus who do not have alternate transportation to school shall have the opportunity to complete make up work for equivalent academic credit. It is the responsibility of the parent/guardian to notify the school that the student does not have alternate transportation.

## Student Dress Code (K-12<sup>th</sup> Grade)

Decatur Public Schools respects students' rights to express themselves in the way they dress. All students who attend Decatur Public Schools are also expected to respect the school community by dressing appropriately for a K - 12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students, staff and parents.

### Minimum Requirements:

1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image). Tops must have shoulder straps. Rips or tears in clothing should be lower than the 3 to 4 inches in length.
2. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
3. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
4. Headgear including hats, hoodies, and caps are not allowed unless permitted for religious, medical, or other reasons by school administration.
5. Specialized courses may require specialized attire, such as sports uniforms or safety gear.



### Additional Requirements

1. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict or imply pornography, nudity, or sexual acts.
3. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
4. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

5. Sunglasses may not be worn inside of the building.
6. Clothing and accessories that endanger student or staff safety may not be worn.
7. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

***The administration at each school reserves the right to determine what constitutes appropriate dress.*** Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

## **ADMINISTRATIVE PROCEDURES**

### **SECTION I**

<b>ADMINISTRATIVE PROCEDURES</b>
----------------------------------

The Board of Education believes that its primary goal is to prepare students to be productive, contributing members of the society through education. The Board encourages the most effective use of educational strategies and techniques to achieve this goal. It is within this spirit that the Code of Conduct was created to address students' behavior in and around the school as well as during school-related functions. The Code outlines specific behaviors that are both disruptive to the educational process and/or illegal and subject to disciplinary action.

The Board recognizes that conduct is learned, and acceptable conduct, like its academic counterpart, can be taught. While disruptive conduct will not be tolerated, the Board encourages the use of educational interventions to correct the unacceptable behavior. The corrective actions taken will also be guided by preventative and educational objectives. Finally, the Board is committed to creating an environment that is safe for students and staff, and promotes learning.

The Decatur Public School District 61 considers habitual, disruptive behavior unacceptable. In most cases, discipline practices and procedures (violations and consequences) will be followed.

**Threats to school safety is defined as acute or pervasive behaviors which provoke fear and intimidation. A threat constitutes any intimidating behavior towards students and/or staff which causes a fear of injury and/or harm. Threats will not be allowed or tolerated. Threatening behaviors will be dealt with immediately and appropriate consequences will be administered.**

**Should severe or repeated misbehavior occur, the building administrator reserves the right to administer appropriate discipline in alignment with the range of administrative consequences/interventions.**

#### **Hard & Soft Lockdown**

The lockdown of a school is not a form of student discipline. Lockdowns are used when there is danger in or near the school and students and staff need to be protected from danger. A lockdown involves securing doors and windows in an attempt to keep intruders from gaining access to staff and students. In the event of a preventative or SOFT LOCKDOWN, exterior doors are secured and no one is allowed in or out of the building; however, the routine of the school is maintained (or may be restricted) consistent with an external threat (such as a robbery at a nearby facility, suspicious activity in an area, gas leak at a nearby facility, etc). In the event of a full or HARD LOCKDOWN, there is a total cessation of school activity, no teaching, students seek shelter, classrooms are locked or doors closed, silence is maintained in the building, no one is allowed in or out of the building. Hard lockdowns are normally reserved for serious security situations.



### Hold in Place

Hold in Place will be used if we need to keep all staff and students in the classroom for a short period of time. It differs from a lockdown as there is no immediate danger for any staff or students. Example: There is an escalated student being escorted in the hallway, he/she is knocking posters off the wall, shoving furniture as they walk. We call a place and hold for the building until we get that student to a safe place.

### Alternative Education

Decatur Alternative Education (DAE) is a DPS facility that offers progressive intervention in assisting students who may require a more structured environment. The Decatur Public School District utilizes DAE for grades K-12, Milligan Academy for grades 6-12, and Futures Unlimited for high school. Milligan and Futures are Regional Office of Education programs that require approval from the ROE for student placement. Students will be eligible for recommendation after the schools have exhausted available and appropriate interventions at the building level. All recommendations are reviewed by the Director of Student Services to determine approval and length of time, as well as assist in establishing interventions upon transition. The mission of these services is to implement quality behavioral and instructional practices in a small class environment. Interventions are geared towards social development so students may achieve academic and behavioral success. Students in these programs will have the opportunity to return to their respective learning environment upon completion of their Plan of Success. Student placement is on an individual basis based on student need and/or BOE placement.

Students eligible for this program whose parent(s)/guardian(s) do not consent to placement in the program are subject to all disciplinary procedures contained in Parts A-D below.

### Part A

#### **EXPULSION HEARINGS AND BOARD SUSPENSION REVIEW HEARINGS**

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student shall be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall include:
  - a) The time, date, and place for the hearing.
  - b) What will happen during the hearing.
  - c) The specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
  - d) A statement that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
  - e) **Ask that the student or parent(s)/guardian(s) or attorney inform the District if the student will be represented by an attorney and, if so, the attorney's name and contact information.**
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the School Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and

his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

4. If the Board acts to expel the student, its written expulsion decision shall:
  - a) Detail the specific reasons why removing the student from his or her learning environment is in the best interest of the school.
  - b) Provide a rationale for the specific duration for the recommended expulsion.
  - c) Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
  - d) Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.

## **Part B**

### **DISCIPLINE AND SUSPENSION PROCEDURES AND NOTIFICATION**

#### **Care Room**

The Superintendent or designee is authorized to maintain a Care Room. The program shall include, at a minimum, each of the following:

1. Before assigning a student to the CARE, students will understand the nature of the interventions being assigned per the infraction presented.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work in the CARE Room for equivalent academic credit.
4. Students are not introduced to new assignments while in the CARE Room.

#### **Transition Room**

The Superintendent or designee is authorized to maintain a Transition Room. The program shall include, at a minimum, each of the following:

1. Before assigning a student to the Transition Room, students will understand the nature of the interventions and consequences being assigned per the infraction presented.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work in the Transition Room for equivalent academic credit.
4. Students are assigned for longer term support not to exceed 3 days.

#### **Out-of-School Suspension**

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

1. A conference during which the infraction will be explained and the student will be given an opportunity to respond to the infraction before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. Written notice of suspension to the parent(s)/guardian(s) and the student, which shall include:
  - a) Notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;

- b) Information about an opportunity to make up work missed during the suspension for equivalent academic credit;
- c) Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
- d) Provide a rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
- e) Depending upon the length of the out-of-school suspension, include the following applicable information:
  - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
    - a) A threat to school safety, or
    - b) A disruption to other students' learning opportunities.
  - ii. For a suspension of 4 or more school days, an explanation:
    - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted;
    - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student; and
    - c) That the student's continuing presence in school would either:
      - i) Pose a threat to the safety of other students, staff, or members of the school community, or
      - ii) Substantially disrupt, impede, or interfere with the operation of the school.
- 5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
- 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (c) and (d) in number 4, above.

## Part C

### SPECIAL EDUCATION GENERAL PROCEDURES AND DISCIPLINARY ACTIONS

- The District shall comply with the provisions of the Individuals With Disabilities Education Act (IDEA) when disciplining students.
- No special education student will be expelled if the student's particular act of gross disobedience/misconduct is a manifestation of his/her disability. Any special education student whose gross disobedience/misconduct is not a manifestation of his/her disability may be expelled pursuant to Expulsion Procedures, except that such disabled student shall receive educational services as provided in the IDEA.
- A special education student may be suspended for an aggregate of ten (10) days of school per school year, regardless of whether the student's gross disobedience/ misconduct is a manifestation of his/her disabling condition, except that such student shall receive educational services in accordance with the IDEA.
- A special education student who has carried a weapon to school or to a school function; who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function; or who has inflicted serious bodily injury upon another person while at school or at a school function may be removed from his/her current placement and placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA.

### Special Education Suspension Procedures

1. All suspension notices and suspension review procedures set forth under Suspension Procedures must be followed in suspending a special education student. In addition, a special education student who is suspended from school shall receive educational services in accordance with the IDEA.
2. The parents/guardians shall be informed in writing that they may request a ~~case study evaluation or an expedited~~ due process hearing pursuant to the Special Education Rules and Regulations and the procedural safeguards of the IDEA. **The parent will be informed of their procedural safeguards.**
3. No later than ten (10) school days after the decision to suspend the student for an aggregate of more than 10 school days, the District shall convene a meeting to review the relationship between the student's disability and the behavior subject to the disciplinary action, in accordance with the provisions described in Paragraphs 2 – 4 below. In addition to reviewing whether the conduct is a manifestation of the student's disability, the team shall also review and, if appropriate, modify the student's behavior intervention plan. If there is no behavior intervention plan in place, the District shall conduct a functional behavioral assessment and develop a behavior intervention plan to address the behavior.

### Special Education Expulsion Procedures

1. Prior to making a recommendation to expel a special education student, the authorized administrator will convene a Manifestation Determination Review (MDR) to determine whether the student's act of gross disobedience/misconduct is a manifestation of his/**her** disability.
2. At the Manifestation Determination Review, the MDR team shall include the members of the student's IEP team and other qualified personnel, including, but not limited to, the authorized administrator familiar with the act of misconduct.
3. In carrying out the Manifestation Determination Review, the team shall consider, in terms of the behavior subject to the disciplinary action, all relevant information, including:
  - (a) Evaluation and diagnostic results, including relevant information supplied by the parents;
  - (b) Observations of the student; and
  - (c) The student's IEP and placement.
4. The team shall make the following determinations regarding whether the student's conduct was a manifestation of his/her disability:
  - Was the misconduct caused by, or did it have a direct and substantial relationship to, the student's disability? OR
  - Was the misconduct the direct result of the LEA's failure to implement the IEP?
5. If, at the manifestation review conference, it is determined that the behavior of the student was a manifestation of his/her disability, the authorized administrator will not recommend expulsion. The IEP team shall:
  - conduct a functional behavioral assessment and implement a Behavioral Intervention Plan (BIP), provided that the school district had not already conducted such an assessment prior to the determination of the behavior that resulted in the change of placement,
  - In the situation where a BIP is in place, review it and/or modify the plan as necessary to address the behavior; and
  - Return the student to the placement from which he/she was removed, unless the parents and District agree to a change in placement, except when the student has been removed to an interim alternative education setting for drugs, weapons, and/or serious bodily injury.
6. If, at the manifestation review conference, it is determined that the behavior of the student was not a manifestation of his disability, the authorized administrator may recommend expulsion to the Board. The expulsion notice to the parents/guardians sent pursuant to Expulsion Notification under Expulsion Hearings and Board Suspension Review Hearings, will also include three (3) additional statements that:
  - (a) The parents are entitled to all rights provided under the IDEA and those set forth in the Special Education Rules and Regulations, as available to the parents from the School District. A copy of parents' rights shall be included with the notice of the expulsion hearing.
  - (b) In addition to issues regularly determined at an expulsion hearing, the authorized administrator must present evidence that the manifestation review team met and concluded that the student's misconduct was not a manifestation of his disability, which shall be duly noted by the Board of Education.

(c) The administration shall ensure that relevant special education and disciplinary records of the student are transmitted for consideration by the Board of Education.

7. If a special education student is expelled from school in accordance with the procedures set forth above, the District shall convene an IEP meeting to develop an educational program to deliver educational services to the student during such period of expulsion.

### **Special Education Disciplinary Actions**

The following caveats apply to the items in the list: (1) Disciplinary actions must have no adverse effect on IEP goals and objectives; and (2) disciplinary actions must not be applied in a discriminatory manner.

Written Reprimand	Permissible.
Written Warning	Permissible.
Study Carrels	Permissible.
Restriction of Privileges(Social Probation)	Permissible.
Detention (lunch, recess, after school)	Permissible.
In-School <del>Suspension</del> Supervision	Permissible if supervised by certified special education teacher and/or if student's IEP is carried out.
Aversive Therapy/Devices	PROHIBITED.
Bus Suspension	Permissible. Counts as part of 10-day aggregate days of suspension if the child is unable to attend school because of the bus suspension.
Exclusion from Extracurricular Activities	Permissible as long as participation is not specifically required by the IEP.
Emergency Suspensions	Permissible for up to an aggregate of ten (10) consecutive school days if the procedures described in Section E are followed.
Suspension	Permissible for no more than ten aggregate school days per year if the procedures described in Part E are followed.
Alternative School Placement	Permissible as long as change of placement is made through regular IEP process.
Expulsion	Permissible if act of disobedience/misconduct is not a manifestation of the student's disability and if educational services are provided to the student.

## Part D

### SEARCHES OF STUDENTS AND STUDENT LOCKERS/SEIZURE OF PROPERTY

To maintain order and security in the schools, school authorities are authorized to conduct searches of school property and equipment. School authorities are authorized to conduct searches of students and their personal effects when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. "School Authorities" includes school liaison police officer. See the complete policy in Section II, Part D, of this document.

## Part E

### PROCEDURES FOR HANDLING MISCONDUCT ON BUS

1. A bus driver shall work with children to minimize misconduct on the bus.
2. If a student misbehaves on a bus, the driver may issue a Bus Misconduct Referral. A copy of the referral shall be given to the student, the school and the bus company. A representative of the bus company must report serious misbehavior to the principal or designee on the same day or in the morning of the next school day. Upon receiving a misconduct referral, the principal or designee shall make the determination of the action to be taken and shall notify the bus company and parents/guardian. (Parents/guardians shall be notified in writing. They shall be expected to sign the letter and return it promptly to the principal or designee.) Conduct resulting in a bus suspension of 1-10 days shall be determined at the discretion of the principal or designee. Conduct resulting in a bus suspension of greater than 10 days shall be determined at the discretion of the Board.
3. If the student's conduct is severe, the principal or designee may use any of the steps outlined under Section II, Part B, *Range of Administrative Consequences/Interventions*, in disciplining the student. The bus company and parents shall be notified of action taken.
4. Special education students who are removed from the bus and do not attend school because of the bus suspension will have these days counted as part of the ten (10) day limit.

The district is not responsible for the conduct of students at the city bus stop. This responsibility lies with the parents.

## SECTION II

### POLICIES AND PROCEDURES

## Part A

### GENERAL PROCEDURES

1. Students committing acts of gross disobedience/misconduct as defined herein may be disciplined in any manner provided in this policy, including detention, being assigned to intervention support in the CARE/Transition Room, suspension out of school, suspension from the school bus, or expulsion.
  - When a student is suspended from school, it is that student's responsibility to keep up with class assignments. Upon request, teachers will provide and will evaluate make-up work resulting from suspension, although in some cases (science experiments, for instance) alternate assignments may be provided.
  - Students suspended from school will be allowed to make up missed work for full credit. Request for missed work shall be made within 48 hours of a student's return from suspension. Student will be allowed up to 1 day for every day the student is suspended from school.



2. Teachers may remove disruptive students from the classroom by sending them to the office. Teachers may also detain students after school when parents are notified. The building administrator will develop a procedure for handling disruptive students when he or she is away from the building. This procedure shall be made known to the staff.
3. Before removing any student from the school or the school bus during the school day, the building administrator will make reasonable efforts to notify the parent or guardian. He or she will make reasonable efforts to ensure the safety of the student. The student may be retained until the end of the day unless parents, guardians or emergency contacts can be reached.
4. Teachers, other certificated educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.
5. If any employee is battered by a student, this process shall be followed:
  - Teacher files a written complaint with administration for a battery within two (2) days of the occurrence.
  - The administrator shall report the complaint to local law enforcement immediately after the occurrence of the attack, and to the Illinois' State Police Illinois Uniform Crime Reporting Program no later than three (3) days after the occurrence of the attack. (pg 35 of DEA contract: Article XII F).
6. The employee has the right to use such force as given by statute or court cases decided thereunder to protect himself/herself, another employee or student from physical assault or injury. Employees shall have Board assistance in any assault or battery cases which occur while the employee is performing his/her assigned duties. The Board assistance shall consist of utilization of corrective procedures. Upon written notification, the Superintendent or his/her designee, shall report all incidents of battery committed against employees to the local law enforcement authorities immediately after the occurrence of the attack. (pg. 36 of DEA contract: Article XII H).
7. Pursuant to an approved classroom/building/team discipline or management plan and the District student discipline policy, an employee may send a student to the building administrative office with the completed formal discipline referral form. An administrator will process all discipline referrals (both major and minor) submitted by the employee (four-part form or an electronic form) within three days. At the elementary level, the student shall not return to class for a minimum of one hour. At the secondary level, for non-tardy disciplinary referrals, the student shall not return to the class for the remainder of the class period. Written notification will be given to the employee prior to readmittance of the student to the class. Students may not return to class without written notification of the administrator's disposition. Every attempt to process the discipline referral will be made prior to sending the student back to the class. Guidelines are outlined in the Student Code of Conduct and subsequent actions will be consistent with such policy. (pg. 36 of DEA contract: Article XII L)

## **Part B**

### **INTERNET and TECHNOLOGY USE POLICY**

#### **Acceptable Use**

The use of DPS 61 technology resources is a privilege and not a right. The privilege of using the technology resources provided by DPS 61 is not transferable or extendable by students to groups outside the district and terminates when a person is no longer a student of DPS 61. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources.

If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the School District technology resources may be denied, and the appropriate disciplinary action may be applied per the Student Code of Conduct. Law enforcement agencies may be notified in appropriate cases.

#### **DPS 61 Student Responsibilities:**

- Read, understand and follow the DPS 61 Acceptable Use Policy.

- Use devices in a responsible and ethical manner.
- Obey general school rules and district policies concerning behavior.
- Use technology resources in an appropriate manner that does not result in the informational damage of school equipment. This “damage” includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the student’s own negligence, errors or omissions.
- Use any information obtained via DPS 61’s network at your own risk. DPS 61 specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- Report physical damage to devices immediately to the Technology Department.
- Secure devices against theft or loss.
- Help DPS 61 protect devices by contacting the Technology Department about any security problems encountered.
- Monitor all activity on your account(s).
- Turn off and secure devices after you are done working to protect work and information. Securing the devices includes storing device out of sight and in a secure location.
- Respect the rights of copyright owners.

#### Prohibited Student Activities:

- Illegal installation or transmission of copyrighted materials.
- Any action that violates any existing DPS 61 Board Policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Spamming or sending mass or inappropriate emails.
- Gaining access to others’ accounts.
- Gaining access to others’ files and/or data without permission.
- Use of the school’s Internet/email accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications to mislead, harm, bully or harass another person.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment.
- Bypassing the DPS 61 web filter through a web proxy, phone tethering, and any other means, including utilizing a non-district network during the school day.
- Bullying.

#### Device Care:

The devices can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excess pressure.

- Do not expose the device to any liquid, including water, drinks, rain, etc.
- Do not lean on the top of the device when it is closed.
- Do not place anything near the device to put pressure on the device.
- Do not place anything in the carrying case that will press against the device.
- Do not “bump” the device against desks, lockers, walls, car doors, floors, etc.
- Never leave any object on the keyboard.
- No labels or stickers may be applied to the computer without prior approval of the Technology Department.
- Students are responsible for maintaining their individual devices and keeping them in good working order.
- Clean the screen with a soft, dry cloth or anti-static cloth or with a screen cleaner designed specifically for LCD-type screens.

Device cases furnished by DPS 61 must be returned with only normal wear and no alterations to avoid paying a case replacement fee.

Devices that malfunction or are damaged must be reported to the DPS 61 Technology Department. The school district will be responsible for repairing devices that malfunction.

Devices that have been damaged from student misuse, neglect or accident will be repaired. If the damages to a device are not covered under the warranty, and/or do not have it covered under their homeowner's insurance, the student's family will be responsible for the total cost of repairs up to the replacement cost of the device. Students may be provided a temporary device while their assigned device is being repaired.

Devices that are stolen must be reported within twenty-four (24) hours to the building administrator, Technology Department, appropriate Police Department, or appropriate County Sheriff's Department. Police reports shall not be filed if the device is misplaced or left unintentionally. Devices that are lost must be reported to DPS 61 Technology Department through an established procedure.

#### Legal Propriety:

Students must comply with trademark and copyright laws and all license agreements. If the student is unsure, ask a staff member for guidance.

Use or possession of hacking software is strictly prohibited and violators are subject to discipline. Violation of applicable state or federal law may result in criminal prosecution and/or disciplinary action by the District, including expulsion or police involvement.

The Decatur Public School District owns and operates the equipment and software that compose our network resources. The school is obligated to take steps to insure that all facilities are used legally. Any illegal use of network resources is prohibited. All content created, sent, accessed or downloaded using any part of the District's network resources or district-owned devices is subject to the rules stated in this policy. School administration monitors our network and may find it necessary to investigate electronic incidents even if they happen after hours and outside of school. As the owners of our network resources, including email system, the school administration reserves the right, if needed, and at its discretion, to remotely access, open, examine and/or delete any electronic file.

The District does not have control of the information on the Internet or incoming emails, nor does it provide any technical barriers to account holders accessing the full range of information while not connected to the School District's network. Sites accessible via the Internet may contain material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal or otherwise inconsistent with the mission of Decatur Public Schools District. While the District's intent is to make Internet access available for educational goals and objectives, account holders may have the ability to access other materials as well. Students shall obey the Acceptable Use Policy when using the Internet on the network and/or the device.

District account holders take full responsibility for their access to the District's network resources and Internet. Specifically, DPS 61 makes no warranties with respect to school network resources nor does it take responsibility for:

1. The content of any advice or information received by an account holder;
2. The costs, liability or damages incurred as a result of access to school network; or
3. Any consequences of service interruptions.

This policy exists along with all other District policies, rules, guidelines and procedures. Specific items not covered here may be addressed by other policies, District rules, guidelines, or procedures at the discretion of the Board of Education or its designee.

#### Security:

1. Do not leave laptops in unsupervised areas.
2. Staff will confiscate unsupervised or abandoned laptops.

3. Avoid using the laptop in areas where damage or theft is likely.
4. During after-school activities, students are still expected to maintain the security of the laptop. Students participating in sports events shall store laptops and use the same security measures as with their other personal items.
5. Each laptop has identifying labels including the serial number that is tied to the student. Students must not modify or destroy these labels.

#### Parent/Guardian Responsibilities:

1. Sign the Student/Parent Computer Agreement.
2. In order for students to be allowed to take their computers home, a student and his/her parent/guardian must sign the Student/Parent Computer Loan Agreement.
3. Monitor student use.
  - a. The parent/guardian must agree to monitor student use at home and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved. Suggestions include:
    - i. Investigate and apply parental controls available through your Internet service provider and/or your wireless router.
    - ii. Develop a set of rules/expectations for computer use at home. Don't forget rules for social networking, instant messaging, e-mailing, online gaming and using webcams. Some websites provide parent/child agreements for you to sign. The district will not block websites or otherwise limit the use of the device outside of school.
    - iii. Demonstrate a genuine interest in what your students are doing on the computer. Ask questions and request that they show you their work often.
2. Continually dialogue with your children about online safety.
  - a. Help your child(ren) understand what information shall be private.
  - b. Explain that children shall post only information that you—and they—are comfortable with others seeing.
  - c. Go where your child goes online or follow your child online.
  - d. Teach your child(ren) to recognize and report:
    - i. Cyberbullying
    - ii. Online predators
    - iii. Exposure to inappropriate materials

#### Student and Parent Agreement

1. Devices and computer bags, when stored in lockers, must be stored so that they will not be damaged by other locker contents.
2. Devices must be with the student at all times when transporting and using the device outside of the classroom.
3. Students whose parents have signed a Student/Parent Computer Loan Agreement and have been given permission by Decatur Public Schools staff will take devices home.

#### Do not:

- Allow others (other than a parent or district employee) to use your device.
- Use another student's device.
- Reveal your full name, personal address, phone number, school name or personal identifying characteristics (i.e., hair color, age, etc.) to anyone online.
- Deface your device or computer bag with stickers, markers, or graffiti, or remove any markings or tags placed there by technology staff.

Students are expected to:

- Convey the details about any knowledge of a security problem to their teacher without discussing it with other students.
- Notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
- Notify a teacher or administrator immediately if they accidentally access an inappropriate website.
- All videotaping, pictures, and any audiovisual recording is prohibited unless authorized by a teacher, principal or instructional coach as part of a class project.

The student will return the device to the school:

- At the end of the year and/or when requested by school administration;
- If he/she transfers to another school within Decatur Public Schools; or
- If he/she withdraws from Decatur Public Schools.

If the device is not returned to the school in any of the above scenarios within three (3) days after the initial withdrawal or transfer, it will be reported as stolen and a police report will be submitted to law enforcement. The device contains permanent tracking software so that missing laptops can be located by law enforcement.

Decatur Public Schools assumes no responsibility for any unauthorized charges, including but not limited to, credit card charges, long distance telephone charges, equipment and line costs, or for any illegal or unauthorized use of its computers (such as copyright violations).

Decatur Public Schools may remove a user's access to the network without notice at any time if the user is engaged in any unauthorized activity. Decatur Public Schools reserves the right to confiscate the property at any time.

#### *Notification (105 ILCS 75/15)*

Decatur Public Schools shall not request or require a student to provide a password or other account-related information in order to gain access to an account or social media profile. The District 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 make a factual determination.

## **STUDENT ONLINE PERSONAL PROTECTION ACT**

### **Educational Technology Vendors Under the Student Online Personal Protection Act**

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

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

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

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

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

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

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

## Request a Review

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), parents of an enrolled student have the right to inspect and review the student's covered information held by the school, the State Board or an operator. To request this review, parents can email their request to [SOPPA@dps61.org](mailto:SOPPA@dps61.org) or send a written request to the Director of Information Technology.

## Part C

<b>ATHLETIC CODE</b>
----------------------

### Extracurricular Athletics

Student participation in School Board-approved extracurricular athletic activities is contingent upon the following:

1. The student must attain the academic criteria set forth in Board policy 6:190, *Extracurricular and CoCurricular Activities*.
2. Written permission must be given by the parent(s)/guardian(s) for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a certificate of physical fitness issued by a licensed physician, and advanced practice nurse, or a physician assistant. The *Pre-Participation Physical Examination Form*, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a written statement from the parent(s)/guardian(s) that the student is covered under a family insurance plan.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parent/guardian must provide written consent to random drug and alcohol testing pursuant to the Extracurricular Drug and Alcohol Testing Program.



7. The student and his or her parent/guardian must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Principal or Athletic Director shall maintain the necessary records to ensure student compliance with this policy.

Adopted: April 8, 1997

## **Part D**

### **POLICY 7:140 SEARCH AND SEIZURE**

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

#### School Property and Equipment as well as Personal Effects Left There by Students

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

This paragraph applies to student vehicles parked on school property. In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

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

#### Students

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

When feasible, the search shall be conducted as follows:

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

Immediately following a search, a written report shall be made by a school authority who conducted the search, and given to the Superintendent or designee.

#### Seizure of Property

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

#### Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardian of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS75/:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

## Part E

### **POLICY 7:180 PREVENTING BULLYING AND HARASSMENT**

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

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

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

Definitions from 105 ILCS 5/27-23.7 Bullying includes cyberbullying 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 physical or mental health.
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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 7:180-7:180-1 of 5 electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

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

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

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

1. The District uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted. However, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

**Nondiscrimination Coordinator:**

Director of Human Resources  
101 West Cerro Gordo Street  
217-362-3030  
[dpsnondiscriminationcoordinator@dps61.org](mailto:dpsnondiscriminationcoordinator@dps61.org)

**Complaint Manager:**

Assistant Superintendent  
101 West Cerro Gordo Street  
217-362-3013  
[dpscomplaintmanager@dps61.org](mailto:dpscomplaintmanager@dps61.org)

**Complaint Manager:**

Director of Student Services  
335 East Cerro Gordo Street  
217-362-3061  
[dpscomplaintmanager@dps61.org](mailto:dpscomplaintmanager@dps61.org)

4. Consistent with federal and State laws and rules governing student privacy rights, **the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along**

with threats, suggestions, or instances of self-harm determined to be the results of bullying, within 24 hours after the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period ~~the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.~~

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things: a. Making all reasonable efforts to complete the investigation within ten (10) school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident. b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process. c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received. d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: a) bullying, b) student discipline up to and including suspension and/or expulsion, and/or c) both a) and b) for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

- a. The frequency of victimization;
- b. Student, staff, and family observations of safety at a school;
- c. Identification of areas of a school where bullying occurs;

- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. **Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:**

- i. **An updated version of the policy with the amendment/modification date included in the reference portion of the policy;**
- ii. **If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or**
- iii. **A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.**

The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. **Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.**

12. The Superintendent or designee shall fully implement the Board policies, including without limitation to the following:

- a. 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying.
- b. 2:265, Title IX Sexual Harassment Grievance Procedure. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
- c. **2:270, *Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act**
- d. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- e. 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law.
- f. 6:235, Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- g. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- h. 7:185, Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, Student Behavior. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:310, Restrictions on Publications; Elementary Schools, and 7:315, Restrictions on Publications; High Schools. These policies prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, ~~7:180 7:180 4 of 5~~ including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

~~LEGAL REF.: 405 ILS 49/, Children's Mental Health Act. 105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7. 23 Ill.Admin.Code §§1.240 and §1.280. CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restriction on Publications; High School)~~



## **Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited**

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

### **Examples of Prohibited Conduct**

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

### **Making a Report or Complaint; Investigation Process**

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

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

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

### **Federal and State Agencies**

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

### **Prevention and Response Program**

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

3. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
1. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
2. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
3. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
4. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and



5. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

### Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

### Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

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

## **Part F**

### **POLICY 7:190 STUDENT BEHAVIOR**

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the cause of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

### When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds, at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school, a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

### Prohibited Student Conduct

The school administration is authorized to discipline students for defiance, disruptive behaviors, or misconduct, including but not limited to the sub-headings outlined below. Disobeying rules of student conduct or directives from staff members or school officials include, but is not limited to, refusing a District staff member's request to stop, present school identification, or report to the office.

### Possession

For purposes of this policy, the term possession includes having control, custody, or care, currently or

in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident.

The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

### Illegal Substance

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

or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

### **Weapons**

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school may be expelled for a period not to exceed two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy-club, or any other object if used or attempted to be used to cause bodily harm, including look-alikes of any firearm as defined above.
3. Using, possessing, controlling, or transferring a weapon as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
4. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.

### **Electronic Devices**

The district strongly encourages families to keep their student's cell phone and other electronic devices at home as the district/staff will not be held responsible for items left, lost, stolen, or damaged.

Using a cellular telephone, video recording device, personal digital assistant (PDA), paging device(s), smart watch(es), headphones, earbuds, or other electronic device(s) in the classroom, hallways, lunch periods (PreK-8<sup>th</sup> grade), or other school environment(s), including school related activities, are prohibited. Electronic devices, headphone, earbuds, smart watches, etc., must be turned off and remain in their lockers or in a secure designated cell phone location in the classroom during the school day.

Prohibited technology conduct includes, without limitation, handling, utilizing, creating sending, sharing, viewing, receiving, posting, or possessing a prohibited electronic device, an indecent visual depiction of oneself or another person through the use of any electronic device, and/or any electronic device that disrupts the educational environment or leads to the disruption of the educational environment.

All electronic devices not provided by school staff, must be kept powered-off and placed in the student's locker or a secure, designated location in the teacher's classroom (PreK-8<sup>th</sup> grade) during the school day.

Students in grades 9-12 must keep their cell phones turned off and in their individual lockers. Staff is not responsible for cell phones that are left, lost, damaged, or stolen while at school. Students that refuse to obey this policy and/or guidelines set for cell phone usage and/or other technology violations may receive the following school discipline.

- 1<sup>st</sup> offense - Warning – Parent/guardian contacted and student must put device away in the designated area. Student may pick the device up at the end of the day.
- 2<sup>nd</sup> offense – Parent/guardian contacted. Written Warning/Classroom referral. Student must put device away in the designated area. Student may pick the device up at the end of the day.
- 3<sup>rd</sup> offense – Discipline referral to the office. Parent/guardian contacted. Student must put device away in the designated area. Parent may pick the device up at the end of the day.
- 4<sup>th</sup> offense and beyond – Student will be disciplined according to the Student Code of Conduct.

Students that become grossly defiant, threaten staff, disruptive, etc., may be suspended for up to 3 days regardless of it being the first or fourth offense. Students will be allowed to make up missed work. Students will not be allowed on school property while suspended.

Parent/guardian(s) that become belligerent, threaten staff, etc., may be arrested and/or given a No Trespass Letter. A no trespass letter means the individual is not allowed on any DPS property for the length of the time stated in the letter.

#### Academic Dishonesty

Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.

#### Hazing

1. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
2. Being involved with any public-school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

#### Sexual Misconduct

1. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
2. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.

#### Vandalism/Theft

1. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
2. Entering school property or a school facility without proper authorization.

#### False Alarms

In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.

#### Threats

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.

#### Disruptive Behaviors/Truancy

1. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
2. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
3. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

4. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
5. Being absent without a recognized excuse; State Law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.

### **Disciplinary Measures**

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled shall also be restricted from being on school grounds and at school activities that include, but not limited to, prom, senior activities, and graduation.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. It is also not an order in which discipline may be administered. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and 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. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or



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

#### Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

#### Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school may be expelled for a period not to exceed two calendar years:

- A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).
- A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including look-alikes of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

#### Re-Engagement of Returning Students

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

#### Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, Ill. State Police (ISP), and any involved student's parent/guardian. School grounds includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

#### Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and



other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

#### Student Handbook

The Superintendent or designee, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

ADOPTED: December 12, 2023

REVISED: July 16, 2024

## Part G

### PARENT-TEACHER ADVISORY COMMITTEE

Per Illinois School Code 105 ILCS 5/10-20.14 (from Ch. 122, par. 10-20.14):  
Sec. 10-20.14. Student discipline policies; parent-teacher advisory committee.

(a) To establish and maintain a parent-teacher advisory committee to develop with the school board or governing body of a charter school policy guidelines on ~~pupil~~ **student** discipline, including school searches and bullying prevention as set forth in Section 27-23.7 of this Code. School authorities shall furnish a copy of the policy to the parents or guardian of each pupil within 15 days after the beginning of the school year, or within 15 days after starting classes for a ~~pupil~~ **student** who transfers into the district during the school year, and the school board or governing body of a charter school shall require that a school inform its pupils of the contents of the policy. School boards and the governing bodies of charter schools, along with the parent-teacher advisory committee, must annually review their ~~pupil~~ **student** discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, ~~pupils~~, **students**, and ~~staff~~ **school personnel**.

(a-5) On or before September 15, 2016, each elementary and secondary school and charter school shall, at a minimum, adopt ~~pupil~~ **student** discipline policies that fulfill the requirements set forth in this Section, subsections (a) and (b) of Section 10-22.6 of this Code, Section 34-19 of this Code if applicable, and federal and State laws that provide special requirements for the discipline of students with disabilities.

(b) The parent-teacher advisory committee in cooperation with local law enforcement agencies shall develop, with the school board, policy guideline procedures to establish and maintain a reciprocal reporting system between the school district and local law enforcement agencies regarding criminal offenses committed by students. School districts are encouraged to create memoranda of understanding with local law enforcement agencies that clearly define law enforcement's role in schools, in accordance with Section 10-22.6 of this Code. **In consultation with stakeholders deemed appropriate by the State Board of Education, the State Board of Education shall draft and publish guidance for the development of reciprocal reporting systems in accordance with this Section on or before July 1, 2025.**

(c) The parent-teacher advisory committee, in cooperation with school bus personnel, shall develop, with the school board, policy guideline procedures to establish and maintain school bus safety procedures. These procedures shall be incorporated into the district's pupil discipline policy.

~~(d) The school board, in consultation with the parent-teacher advisory committee and other community-based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying, as defined in the policy. These provisions must include procedures for notifying parents or legal guardians and early intervention procedures based upon available community-based and district resources.~~  
**(Source: P.A. 99-456, eff. 9-15-16.) As used in this subsection (d), "evidence-based intervention" means intervention that has demonstrated a statistically significant effect on improving student outcomes as documented in peer-reviewed scholarly journals.**

**The school board, in consultation with the parent-teacher advisory committee and other community-based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation**

bullying, as defined in the policy. These provisions must include procedures for notifying parents or legal guardians and intervention procedures based upon available community-based and district resources.

In consultation with behavioral health experts, the State Board of Education shall draft and publish guidance for evidence-based intervention procedures, including examples, in accordance with this Section on or before July 1, 2025.

## Part H

### FAITH'S LAW

#### Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the Code of Ethics for Illinois Educators, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee/student boundary violations as required by law and policies 2:265, Title IX Sexual Harassment Grievance Procedure; 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; 5:90, Abused and Neglected Child Reporting; and 5:100, Staff Development Program.
3. Employees maintain professional relationships with students, including maintaining employee/student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to: a. Transporting a student; b. Taking or possessing a photo or video of a student; and c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; and 5:90, Abused and Neglected Child Reporting.
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
  - a. Violates expectations and guidelines for employee-student boundaries.
  - b. Sexually harasses a student.

c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).

d. Engages in grooming as defined in 720 ILCS 5/11-25.

e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, sexual misconduct. Sexual misconduct is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:

- i. A sexual or romantic invitation.
- ii. Dating or soliciting a date.
- iii. Engaging in sexualized or romantic dialog.
- iv. Making sexually suggestive comments that are directed toward or with a student.
- v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- vi. A sexual, indecent, romantic, or erotic contact with the student.

### **General**

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the district.

Although this policy applies to the relationships between staff members and district students, staff members who inappropriately interact with any child may be disciplined or terminated when the district determines such action is necessary to protect students.

### **Absolute Prohibitions**

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited including, but not limited to:

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.
2. Dating a student or discussing or planning a future romantic or sexual relationship with a student.
3. The district may presume that this provision has been violated if a staff member begins a dating or sexual relationship with a student immediately after graduation or immediately after a student has left the district.
4. Making sexual advances toward a student or engaging in a sexual relationship with a student.
5. Engaging in any conduct that constitutes illegal harassment or discrimination as defined in policy 7:20 Harassment of Students Prohibited and policy 7:180 Preventing Bullying, Intimidation, and Harassment or that could constitute a violation of that policy if pervasive.
6. Engaging in any conduct that violates Board policies, regulations or procedures or constitutes criminal behavior.

### **Exceptions to Staff/Student Relations**

The goal of this policy is to protect students from harm and staff members from allegations of misconduct by requiring staff members to maintain professional boundaries with students. The district

does not intend to interfere with or impede appropriate interactions between staff members and students.

An emergency situation or an educational purpose might justify deviation from some of the professional boundaries set out in this policy. Likewise, staff members might be related to students or have contact with students outside the school environment through friends, neighborhood or community activities, or participation in civic, religious or other organizations. These contacts might justify deviation from some of the standards set in this policy, but under no circumstance will an educational or other purpose justify deviating from the “Absolute Prohibitions” section of this policy.

The staff member must be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student. To avoid confusion, the district encourages staff members to consult with their supervisors prior to engaging in behaviors or activities that might violate professional boundaries as defined in this policy.

### **Failure to Maintain Boundaries**

Unless an educational purpose exists or an exception as defined in this policy applies, examples of situations where professional physical and emotional boundaries are violated include, but are not limited to:

1. Being alone with a student in a room with a closed or locked door or with the lights off. Counselors or others who need to work with students confidentially must discuss with their supervisors the appropriate manner of meeting with students.
2. Associating with students in any setting where students are provided, are consuming or are encouraged to use or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.
3. Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.
4. Discussing the staff member's personal problems with or in the presence of students.
5. Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.
6. Inviting students to the staff member's home.
7. Being present when students are fully or partially nude.
8. Sending students on personal errands.
9. Allowing a student to drive the staff member's vehicle.
10. Providing a student (other than the staff member's children, stepchildren or other children living in the staff member's home) transportation in the staff member's personal vehicle without a supervisor's approval, unless another staff member or the student's parent/guardian is also present in the vehicle.
11. Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students (see policy 4:110 Transportation).
12. Giving gifts to individual students.
13. Frequently pulling a student from another class or activity to be with the staff member.

### **Electronic Communication**

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, web pages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be subject to review as deemed appropriate by school officials. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.

2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications occurs. Staff members will be required to send the communications simultaneously to the supervisor, supervisor designee, parent or guardian. Staff members are required to provide their supervisors with all education related communications with district students upon request.

3. Staff use of any electronic communication is subject to the district's policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.

4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, ~~the section of this policy titled "Exceptions to Policy 5:122" applies~~, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

## **Consequences**

Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the Illinois Department of Children and Family Services (DCFS) for further investigation, and the district may seek revocation of a staff member's license(s) with the Illinois State Board of Education (ISBE).

## **Reporting**

Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student should bring this concern immediately to the attention of the principal, counselor or staff member's supervisor. If illegal discrimination or harassment is suspected, the process in policy 7:20, Harassment of Students Prohibited, will be followed.



Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to the district's administration. All staff members who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with Board policy. Staff members must also immediately report a violation or perceived violation of the district's discrimination and harassment policy 7:20 Harassment of Students Prohibited and policy 7:180 Preventing Bullying, Intimidation, and Harassment to the district's nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports.

The district will not discipline, terminate or otherwise discriminate or retaliate against a staff member for reporting in good faith any action that may be a violation of this policy.

### **Training**

The district will provide training to district staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

### *Erin's Law* Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

## **Part I**

### **DISTRIBUTION OF POLICY**

Copies of the Discipline Policy and Procedures will be furnished to the parents/guardians of each elementary student and to students at the secondary level at the beginning of the school year or within fifteen (15) days after the school year begins, or within fifteen (15) school days after a transfer student begins classes in District 61.

## **SECTION III**

### **GENERAL CONSEQUENCES**

#### **Part A**

### **EXPECTATIONS**

Students representing their school or attending a school-sponsored activity at a location other than their own school shall conform to the same standards of conduct expected in the school. Infractions are subject to the appropriate Range of Administrative Consequences/Interventions (Part B). Police or juvenile authorities and the Superintendent of Schools shall be notified of illegal infractions.

Teachers at every level must be on the alert for behavioral problems which indicate a need for help. Early detection and consistent work with the student and parents/guardians enhances the probability for

successful adjustment. Range of Administrative Consequences/Interventions (Part B) shall be implemented which assist in teaching the acceptable behavior when at all possible.

Any of the procedures described in Range of Administrative Consequences/Interventions (Part B) may be utilized to try to prevent minor problems from becoming major problems (except as limited by the student conduct regulations—see Part B, *Range of Administrative Consequences/Interventions*).

- Each teacher is expected to maintain a classroom climate favorable to learning and to handle most behavioral problems through teacher-student interaction. Teachers are to establish a Classroom Interventions to be approved by the appropriate administrator and implemented prior to making an office referral, unless the behavior is of such serious nature that immediate office referral is warranted.
- If the above procedures are not producing the desired results, the teacher shall confer with the principal, counselor, social worker, dean, or assistant principal. The participants shall implement whatever plans they devise for corrections.
- If deemed advisable, a parent/guardian-teacher-student conference may be held.
- Any modification of the school day must have an agreement from the school principal and parent or guardian before proceeding to the final required step which is final approval from the Assistant Superintendent of Teaching and Learning.

If a student persists in unacceptable behavior, the student shall be sent to the principal or assistant principal at the secondary level and the principal or the acting principal at the elementary level. Administrators may use any of the following appropriate Range of Administrative Consequences/Interventions (Part B) outlined in this code of conduct, depending upon the seriousness of the behavioral problem. See Part C, *Definitions for Consequences*, for distinction.

**Part B**

**RANGE OF ADMINISTRATIVE CONSEQUENCES/INTERVENTIONS**

The following range of consequences/interventions may be used to address student misbehavior. This list does not display a required sequence of disciplinary actions. These consequences/interventions may be utilized in any order at the discretion of the administrator, except where Board approval is required.

<ul style="list-style-type: none"><li>• CARE Room</li><li>• Transition Room</li><li>• Detention (before/after school or lunch)</li><li>• Expulsion (Board approval required)</li><li>• Out-of-School Suspension</li><li>• Parent Contact</li></ul>	<ul style="list-style-type: none"><li>• Parent Conference</li><li>• Referral to an Alternative Education Program</li><li>• Restitution</li><li>• Social Probation</li><li>• Restorative Circles/Peace Circles</li><li>• Warning</li></ul>
--	---

Parent notification shall occur for all consequences/interventions excluding warnings, CARE and Transition room and lunch detentions and shall be made by: writing, email, text, phone, and/or in person. Support Services may occur at all levels in the *Range of Administrative Consequences/Interventions*.

**DEFINITIONS OF CONSEQUENCES/INTERVENTIONS (placed in alphabetical order)**

CARE Room  
CARE Room serves a multifunctional purpose to support the needs of the student. This room will serve as an opportunity for students to self-regulate, participate in behavioral modification strategies, self-

reflection, coping skills, and other restorative practices. In addition to support strategies, students will be given the opportunity to complete academic assignments for equivalent credit.

#### Detention

Time assigned the student by a staff member or administrator to be served outside of the academic portion of the school day.

#### Expulsion

Board of Education approved exclusion of a student for a period of time greater than ten (10) attendance days but not to exceed two (2) calendar years. Expelled students are not allowed on District #61 property or allowed to attend any activity sanctioned by the Decatur Schools until their term of expulsion has been completed, except for the limited purpose of attending an alternative school on district property.

#### Out-of-School Suspension

A temporary exclusion of a student from school (including all activities sanctioned by Decatur Schools), from all school district property, from riding the school bus or from a class or classes for a period of time not to exceed ten (10) attendance days unless approved by the Board of Education. A student may be suspended from riding the school bus in excess of ten (10) attendance days for safety reasons. It is the responsibility of the parent to transport the student to and from school if the student is suspended from the bus. (Refer to Part E, *Special Education Suspension Procedures*, for special education students.) Students who are temporarily suspended have the opportunity to attend the Suspension Room at William Harris Alternative Learning Academy. The Suspension Room is an opportunity to continue to receive and complete work while suspended. The Suspension Room is supervised by a Certified Teacher, and collaboration and communication with the home-school happens to receive assignments for students.

#### Parent Contact

Parents/Guardians are notified of the discipline concern by phone, mail, and/or in person.

#### Parent Conference

A formal scheduled meeting with parents/guardians to discuss a student's behavior.

#### Referral to Milligan Academy

Milligan Academy is an alternative program, managed in partnership with the Regional Office of Education. Students must be in 6<sup>th</sup> through 12<sup>th</sup> grade to be eligible for support. Students can be placed at Milligan for academic or behavioral support services.

#### Referral to Decatur Alternative Education

DAE is part of DPS 61. Students can be placed there for academic recovery or behavioral support. Placement length is based on student's individual needs, and goal reviews are conducted at the completion of each school year.

#### Restitution

Students may be required to perform simple work consistent with the nature of the offense committed to remedy the damage which they or others have caused to property or grounds—for example: removal of gum from under desks and seats, repair of damaged property, removal of gang identifiers painted on buildings, repair of grounds damaged by vehicles, etc. Restitution can be assessed based on equivalent replacement or compensation for loss, damage, or injury caused.

#### Social Probation

Exclusion from participation in and/or attendance at an extracurricular school-sanctioned activity.

### Transition Room

Transition Room supports the extended needs of students at the Secondary level. This room is used for students needing additional academic or behavioral support, credit recovery, and extended care. This room's purpose is to prevent the lapse of academic progress while providing unique educational opportunities.

### Warning

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

## **Part C**

## **INTERVENTIONS AND RESOURCES**

### **Continuum of Support Services**

Services may be recommended and/or provided to students and/or families by varying levels of district employees, including building level intervention team members and Student Services employees. These services may include, but are not limited to, counseling, monitoring, and follow-ups by district staff. The creation of a positive school culture requires students, families, teachers, and administrators to work together to uphold and respect each other's rights and responsibilities.

### **Mental Health Counselors**

Per the Illinois Mental Health and Developmental Disabilities Code (405 ILCS 5/3-550), minors between the ages of 12-17 are allowed to receive up to eight (8) 90-minute sessions of counseling before the worker makes a service decision. Parent/guardian permission is required for more than the eight (8) sessions unless the service provider determines (through consultation with the minor) that attempting to obtain the consent of a parent or guardian would be detrimental to the minor's well-being.

### **Multi-Tiered System of Support**

Schools have been working to develop their continuum of available and appropriate support services. These services are accessible to all students, and the frequency (as well as duration) of interventions increase based on the needs of students. A Multi-Tiered System of Support provides three tiers of intervention, and a problem-solving process for students both academically and behaviorally. The tiers provide a layering approach to intervening with additional targeted skill-building for students.

Tier 1- provides intervention and prevention supports for all students.

Tier 2- provides intervention for students who have received all Tier 1 supports and are identified based on accumulated data points as needing additional support.

Tier 3- provides intervention for students who have received all Tier 1 and Tier 2 supports and are identified based on accumulated data points as needing more intensive supports.

Within the Multi-Tiered System of Support, schools use evidence-based approaches and practices for students needing additional supports.

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach that helps schools use effective interventions accurately and successfully.

Restorative Practices is a philosophy that seeks to establish norms of behavior and recognize any and all harm done to relationships and individuals, with the goal of making things right. Restorative Practices' three main goals are Accountability, Community Safety, and Competency Development.

## Part D

### DISCIPLINE VIOLATIONS AND RANGES OF CONSEQUENCES

All parents/guardians and students shall be aware that some of the acts listed below, as well as violations of the Safe School Zone, can also bring criminal prosecution and penalties as well as school disciplinary action, even if methods such as Restorative Practices are used. The school, the police or state's attorney, parents/guardians and/or students can bring legal action. The District will notify the police department of any act involving illegal drugs, weapons, and/or battery of district employees. Violation of the District drug policy occurs when a student or students are involved in using, being under the influence, possessing, distributing, purchasing, or selling illegal drugs or controlled substances on school district property or at any school event or activity. ***Infractions are reported electronically (known as referrals) by staff to administration.*** The asterisk (\*) indicates violations that may be reported to the police.

#### INFRACTIONS FOR LEVEL ONE

##### **Disruptive Behavior/Horseplay**

Disruptive Behavior/Horseplay occurs when a student engages in a brief behavior that disrupts the education of others.

Examples: tapping their pencil on the desk, singing, making jokes.

##### **Dress Code Violation**

Dress Code Violation occurs when a student is determined by a staff member to be out of compliance with the dress code or uniform policy and refuses to become compliant.

Examples: Visible undergarments, short or skirts too short, sagging pants.

##### **Failure to Follow Directions**

Failure to follow directions occurs when a student or students fail to follow reasonable directions of school personnel.

##### **Failure to Serve Detention**

Failure to Serve Detention occurs when a student knowingly fails to serve a detention as prescribed by principal or his/her designee.

Examples: intentionally not showing up for detention/skipping detention.

##### **Tardy (Repeated Unexcused)**

The Decatur Public Schools do not penalize students who come late to school occasionally for reasons recognized by the State of Illinois as valid causes for missing school. Please refer to pages 9-10 regarding the district tardy policy. Students who arrive tardy to class during the school day disrupt the lesson and hinder learning. Students are considered tardy to class when they arrive to class after the tardy bell (start of class) without a valid pass from the building administrator or designee. If the tardiness becomes habitual, administrators or designee will meet with parents/guardians to determine the cause and develop a plan of assistance. Tardies to class will start over each quarter.

#### LEVEL ONE CONSEQUENCES

ELEMENTARY	SECONDARY
First Offense and Subsequent Offenses <ul style="list-style-type: none"><li>Parent/Guardian Contact through 3 days in CARE or Transition Room</li></ul>	First Offense and Subsequent Offenses <ul style="list-style-type: none"><li>Parent/Guardian Contact through 3 days in Transition Room</li></ul>

## INFRACTIONS FOR LEVEL TWO

### Electronic Devices Violation

Electronic Devices violation occurs when a student makes/receives incoming calls and/or text messaging for personal use during instructional time, or uses an electronic device to take a video of students or staff during the school day or school-sanctioned events without permission.

Examples: Unauthorized video recording is taking a video of staff or students during class or recording fights between students; this includes, but is not limited to: electronic signaling devices, cell phones, iPads, pagers, laptops, computers, hand-held devices of any kind, or cellular radio telecommunication.

### Gross Disruptive Behavior/Horseplay

Gross Disruptive Behavior/Horseplay occurs when a student or students are involved in rough play or behavior that could cause injury, and/or make statements (hoax) that result in the disruption of class, and continue after a staff member has repeatedly redirected those actions.

Examples: running and throwing objects, flipping desk, and wrestling.

### Profanity/Obscenity

Profanity/Obscenity occurs when a student or students use profane and/or obscene language or gestures directly towards other students and/or staff; and/or are in possession of magazines/literature with overt sexual content.

Examples: cursing, inappropriate materials (magazine, website, pictures).

### Skippping

Skippping occurs when a student has been caught not attending a class or does not have a valid excuse or pass for not being in class.

Examples: loitering in the hallway after the bell, hiding in the auditorium, leaving school grounds.

### \*Theft Under \$20

The taking or using of public or private property that does not belong to the perpetrator without permission or authorization is prohibited. Restitution will be a part of the punishment whenever possible. Student(s) involved in theft can be arrested based on the Illinois Criminal Code.

Theft (Minor) occurs when a student is involved with the taking or using of public or private property of nominal value without permission or authorization.

Examples include, but are not limited to: pencils, paper, school supplies, cash not exceeding \$20.00, food or drink items, etc.)

### \*Tobacco/Possession Paraphernalia

Possession of tobacco or tobacco-related products including, but not limited to, cigarette lighter, cigarette paper, electronic cigarettes, and vape pens is prohibited in Decatur Public Schools. The term "possession" includes having control, custody, or care of an object or substance, regardless of whether or not the item is on the student's person, or contained in another item belonging to, or under the control of, the student, such as in the student's backpack, automobile, locker, desk, or other property. Police or juvenile authorities may be contacted.

Examples: cigarettes, vape pens, chewing tobacco, tobacco pipe, lighters, accessories.

## LEVEL TWO CONSEQUENCES

ELEMENTARY	SECONDARY
First and Subsequent Offenses <ul style="list-style-type: none"><li>Parent/Guardian Contact through 5 days out of school suspension</li></ul>	First and Subsequent Offenses <ul style="list-style-type: none"><li>Parent/Guardian Contact through 5 days out of school suspension</li></ul>



## INFRACTIONS FOR LEVEL THREE

### **Gambling**

Gambling occurs when a student is on school grounds, at a school function, or on school transportation and engages in an activity where money, cards, dice, or mutual items of interest are being used as a reward.

Examples: shooting craps, sports betting, poker, etc.

### **Gross Defiance**

Gross Defiance occurs when a student or students persistently refuse to follow staff directions and/or challenge the staff authority and school rules.

Examples: using profanity while non-complying with staff.

### **Harassment/Bullying**

Decatur Public Schools will not tolerate harassment, intimidating conduct, bullying, or cyber-bullying that interferes with a student's educational performance, or creates a hostile educational environment. [\*Harassment or bullying based on gender, race, religion or sexual orientation are defined below.]

Bullying, intimidation, hazing and harassment are prohibited 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; or during any school-sponsored education program or activity; or through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment, or through the transmission of information from a computer that is accessed at a non-school-related location, activity, function or program, or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school, if the bullying causes a substantial disruption to the educational or orderly operation of the school.

### **Definitions of Bullying**

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

### **Types of Bullying**

There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
  - Teasing
  - Name-calling
  - Inappropriate sexual comments
  - Taunting
  - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Excluding/leaving out someone on purpose
  - Telling other children not to be friends with someone
  - Spreading rumors about someone
  - Embarrassing someone in public

- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching
  - Spitting
  - Tripping/pushing
  - Taking or breaking someone's things
  - Making mean or rude hand gestures

### **Harassment or Bullying Based on Disability**

Harassment based on disability occurs when a student(s) performs unwanted actions against another person or group based on their mental or physical disability, perceived mental or physical disability, or medical condition.

Examples include, but are not limited to, making threats and/or demands, name-calling, cruel comments, taunts, hand or body gestures, written documentation, harassment, intimidation, stalking, physical violence, destruction of property, retaliation for asserting or alleging an act of bullying, or attempting to make someone feel fearful in the educational environment.

### **Harassment or Bullying Based on Gender**

Harassment or bullying based on gender occurs when a student(s) commits an act of non-sexual intimidation or abusive behavior toward a person or group based on the person's actual or perceived sex, including harassment based on gender identity, gender expression, and non-conformity with gender stereotypes. Examples: making threats and/or sex-based demands, cruel comments, taunts, hand or body gestures, public humiliation, communication, or attempting to make someone feel fearful in the educational environment.

### **Harassment or Bullying Based on Race, Color, or National Origin**

Harassment based on race, color, or national origin occurs when a student(s) performs an act of bullying or harassment (as defined above) against another person or group based on their race, color of their skin, facial features, texture of their hair, or national origin.

Examples: making threats and/or demands, racial or ethnic slurs, cruel comments based on race or ethnicity, taunts, hand or body gestures, written comments or communications, or attempting to make someone feel fearful in the educational environment.

### **Harassment or Bullying Based on Religion**

Harassment based on religion occurs when a student(s) performs an act of bullying or harassment (as defined above) against another person or group based on their religious beliefs or perceived religious beliefs.

Examples: making threats and/or demands, religious slurs, cruel comments, taunts, hand or body gestures, written communication, or attempting to make someone feel fearful in the educational environment.

### **Harassment or Bullying Based on Sexual Orientation**

Harassment based on sexual orientation LGBTQIA+ occurs when a student(s) performs an act of bullying or harassment (as defined above) against another person or group based on their sexual orientation, or perceived gender or sexual orientation, or for failing to conform to stereotypical notions of masculinity or femininity.

Examples: making threats and/or demands; cruel comments such as calling someone "fag," "queer," "homo," or "dyke"; taunts; hand or body gestures; written documentation; or attempting to make someone feel fearful in the educational environment.

- There is a form available for parents to fill out if they feel their child is the victim of bullying. This form can be found on the DPS 61 website homepage. Click on Students and Families to find the link and print the form.

### **Technology/Network Violation**

Technology/Network Violation occurs when a student is involved with the district's computer system in a way that is prohibited as described in the Internet and Technology Use Policy.

Examples of this include, but are not limited to: inappropriate videos, all social media platforms (i.e. Facebook, Instagram, Snapchat, Tik Tok, etc.), email, music sites, pictures, smart watches when used inappropriately, etc. as outlined on pages 55-59. Some violations can be considered a major offense and may result in a suspension from school or greater.

### **Trespassing/Loitering**

Trespassing/Loitering occurs when a student is suspected of being on school property without authorization and refuses to show proper identification or leave when directed to do so by any staff member. Police or juvenile authorities may be contacted.

Examples: refusing to leave school property, refusing to show school or state ID.

### **\*Vandalism (Major)**

Vandalism occurs when a student is involved with destruction of, or causes damage to, public or private property. Restitution will be part of the discipline. The parents/guardians and students will be billed by the business office for the cost of damages. Students may also be required to perform work to repair damage caused to property or grounds. Police or juvenile authorities may be contacted.

Examples: spray painting lockers or graffiti on school property, breaking windows, breaking soap dispensers in the restroom.

### **Verbal Confrontation (No Physical Contact)**

Verbal Confrontation (No Physical Contact) occurs when a student uses violent or derogatory language towards any student or staff member. When a staff member identifies him/herself and tells the student to stop, the student shall do so immediately.

Examples: cursing out a staff member, making threats to a person without a weapon.

## **LEVEL THREE CONSEQUENCES**

<b>ELEMENTARY</b>	<b>SECONDARY</b>
First and Subsequent Offenses <ul style="list-style-type: none"><li>Warning through a recommendation for up to 1 calendar year expulsion</li><li>Restitution (if applicable)</li></ul>	First and Subsequent Offenses <ul style="list-style-type: none"><li>Warning through a recommendation for up to 1 calendar year expulsion</li><li>Restitution (if applicable)</li></ul>

## **INFRACTIONS FOR LEVEL FOUR**

### **Acts Disrupting School**

Students participating in an activity or act that results in a substantial disruption to the school environment or endangers the well-being of all students, staff, or school. Police or juvenile authorities may be contacted.

Example: Picketing, mob action or sit-ins.

### **Alcohol Influence/Possession**

Possession of alcoholic beverages or any substance containing alcohol is prohibited. A student who is on school property or at a school activity and is under the influence of alcohol will be treated as though he has alcohol in his possession. The term "possession" includes having control, custody, or care of an object or substance, regardless of whether or not the item is on the student's person, or contained in

another item belonging to, or under the control of, the student, such as in the student's backpack, automobile, locker, desk, or other property. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions or to be on school property, and will be treated as though they had the prohibited substance, as applicable, in their possession. Police or juvenile authorities may be contacted.

Examples: coming to school intoxicated, bringing alcohol to school, possessing alcohol in your bag, vehicle, locker, under the influence of a stimulant of any kind, etc.

### **Arson**

Arson occurs when a student participates or is involved in deliberately setting fire to property. Police or juvenile authorities may be contacted.

Examples: lighting a trash can on fire in the restroom, burning items in school.

### **Bomb Threat**

Bomb Threat occurs when a student is involved with making threats to blow up the school, or any portion of the school, or other district property whether it is intentional or a hoax. This may result in criminal penalties for any student who makes a bomb threat involving school or on school grounds. Police or juvenile authorities will be contacted.

Examples: calling in a bomb threat to the school, threatening any school activity (game, musical, etc) with a bomb.

### **Extortion**

The attempts to obtain the money or the possessions of another person by the use of threats or force. Police or juvenile authorities may be contacted.

Examples: blackmailing a student or staff with pictures or personal information, requesting money or items in exchange for any information.

### **False Alarms**

False Alarms violation occurs when a student is involved with, but is not limited to, intentionally pulling the fire alarm when there is no fire or threat of a fire, or making calls to 911 or police to report false information (hoax) that results in the disruption of school or school activities. This may result in criminal penalties for any student who makes a threat or false report involving school or on school grounds. Police or juvenile authorities may be contacted.

Examples: false reports of fire, calling 911, pulling a fire alarm, discharging a fire extinguisher.

### **Forced Sexual Misconduct (Criminal Sexual Assault)**

Forced Sexual Misconduct (Criminal Sexual Assault) includes an act of sexual penetration through the use of force or threat of force, or when the person commits the act knowing that the victim is unable to understand the nature of the act, or is unable to give knowing consent; or the perpetrator is 17 years of age or over and holds a position of trust, authority or supervision in relation to the victim. Police or juvenile authorities will be contacted.

Examples: statutory rape, forced or unwanted sexual acts, non-consensual sexual acts.

### **Gang-Like/Mob Activities**

Gang-Like Activities occur when any person(s) whose purpose includes the commission of any act that violates any school rule or violates any local, state or federal law, are on school grounds, on a school bus or at any school or school-related activity, and engage in any activity including, but not limited to, the following:

1. Wearing, using, possessing, drawing, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign, or any other thing(s) that are evidence of membership or affiliation in any gang;
2. Committing any act or omission or using any speech, either verbal, non-verbal or symbolic (such as gestures or handshakes) showing membership or affiliation in a gang; and

3. Using any speech or committing any act in furtherance of the interests of any gang or gang activity, including but not limited to: (a) inciting violence or acting in a violent manner where students, faculty, staff or others are placed in danger or placed in a position where danger may be anticipated; (b) acting in a manner or causing others to act in a manner where property is or may be damaged or defaced; (c) intimidating a person to perform or omit to perform an act as defined by Section 12-6 of the Illinois Criminal Code; (d) soliciting others for membership in any gang; (e) requesting any person to pay protection money; (f) extorting money, gambling and/or engaging in prostitution; and (g) engaging in an act that violates any school policy or local, state or federal law. Police or juvenile authorities may be contacted.
4. Three (3) or more students fighting one or more students while in school or at a school related event.

### **Illegal Drugs/Controlled Substances (Under the Influence, Possession, Sale or Distribution)**

Illegal Drugs/Controlled Substances occurs when a student or students are involved in using, being under the influence, possessing, distributing, purchasing, or selling the following on school district property or at any school event or activity:

- a. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
- b. Any substance that contains chemicals which produce effects similar to illegal substances, including, but not limited to, cathinones/bath salts, and synthetic cannabinoids/Spice and K2.
- c. Any anabolic steroid unless being administered in accordance with a physician's prescription.
- d. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list, unless administered in accordance with a physician's prescription.
- e. Any prescription drug when not prescribed for the student by a licensed physician or when used in a manner inconsistent with the prescription or prescribing physician's instructions. Students who are not authorized to have prescription medications at school under the District's Medication at School guidelines may not be in possession of prescription medication on school property.
- f. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. This includes vapes of any kind and all forms of THC and TCD-A. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- g. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
- h. Drug paraphernalia, including all equipment, products and materials of any kind which are intended to be used unlawfully to: (a) ingest, inhale, inject, or otherwise introduce into the human body, cannabis, illegal drugs, controlled substances, synthetic cannabinoids, or look-alikes thereof, into the body; or (b) process, prepare, test, package, store, or conceal cannabis, illegal drugs, controlled substances, synthetic cannabinoids or look-alikes thereof.

The term "possession" includes having control, custody, or care of an object or substance, regardless of whether or not the item is on the student's person, or contained in another item belonging to, or under the control of, the student, such as in the student's backpack, automobile, locker, desk, or other property. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions or to be on school property, and will be treated as though they had the prohibited substance, as applicable, in their possession. In cases involving marijuana, narcotic drugs or methamphetamines, police will be contacted. Police or juvenile authorities may be contacted.

### **Physical Attack/Fight With a Firearm or Explosive Device Against Staff**

Physical Attack/Fight With a Firearm or Explosive Device Against Staff occurs when a student **intentionally or unintentionally** causes or attempts to make physical contact with any staff with or while in the possession of any firearm or explosive device. When a staff member identifies himself/herself and directs the student to stop, the student shall do so immediately. Students who instigate, record, or take pictures, will receive discipline not to exceed 3 days out-of-school suspension for disruptive behavior. A firearm or explosive device refers to any weapon that is designed to expel a projectile by the action of an explosive. This includes guns, bombs, grenades, rockets, pipe bombs or similar devices designed to explode and capable of causing bodily harm or property damage. Police or juvenile authorities will be contacted.

### **Physical Attack/Fight With a Firearm or Explosive Device Against a Student**

Physical Attack/Fight With a Firearm or Explosive Device Against a Student occurs when a student intentionally causes or attempts to make physical contact with any student with or while in the possession of any firearm or explosive device. When a staff member identifies himself/herself and directs the student to stop, the student shall do so immediately. Students who instigate, record, or take pictures, will receive discipline not to exceed 3 days out-of-school suspension for disruptive behavior. A firearm or explosive device refers to any weapon that is designed to expel a projectile by the action of an explosive. This includes guns, bombs, grenades, rockets, pipe bombs or similar devices designed to explode and capable of causing bodily harm or property damage. Police or juvenile authorities will be contacted.

### **Physical Attack/Fight With a Weapon Against Staff**

Physical Attack/Fight With a Weapon Against Staff occurs when a student **intentionally or unintentionally** makes physical contact with staff with or while in the possession of **any object** that can be used as a weapon, not including a firearm or explosive device. When a staff member identifies himself/herself and directs the student to stop, the student shall do so immediately. Students who instigate, record, or take pictures, will receive discipline not to exceed 3 days out-of-school suspension for disruptive behavior. Weapons include but are not limited to: knives, tasers, BB guns, air soft pistols, paintball guns, brass knuckles, billy clubs, or any other object if used or attempted to be used in a menacing manner or to cause bodily harm, including look-alike weapons. Police or juvenile authorities will be contacted.

### **Physical Attack/Fight With a Weapon Against Students**

Physical Attack/Fight With a Weapon Against Students occurs when a student intentionally makes or attempts to make physical contact with any student with **any object** that can be used as a weapon, not including a firearm or explosive device. When a staff member identifies himself/herself and directs the student to stop, the student shall do so immediately. Students who instigate, record, or take pictures, will receive discipline not to exceed 3 days out-of-school suspension for disruptive behavior. Weapons include, but are not limited to: knives, tasers, BB guns, air soft pistols, paintball guns, brass knuckles, billy clubs, or any other object if used or attempted to be used in a menacing manner or to cause bodily harm, including look-alike weapons. Police or juvenile authorities will be contacted. Police or juvenile authorities may be contacted.

### **Physical Contact With Staff**

Physical Contact With Staff occurs when a student is involved with **intentionally or unintentionally** causing injury to a staff member. When a staff member identifies himself/herself and directs the student to stop fighting, the student shall do so immediately. Prohibited actions include (but are not limited to) the intentional or unintentional pushing or hitting of staff when staff is attempting to break up a confrontation between students. Police or juvenile authorities may be contacted.



**Physical Confrontation With Students**

Physical Confrontation With Students occurs when a student intentionally causes or attempts to cause physical injury to any student. Three (3) or more students fighting 1 student is considered Gang-like activities/ Mob Action and will be dealt with accordingly. When a staff member identifies himself/herself and directs the student to stop, the student shall do so immediately. Police or juvenile authorities may be contacted.

**Robbery**

Robbery occurs when a student or students knowingly take an item or items not belonging to them from a person by the use of physical force or by threatening the imminent use of force. Example: demanding an item with the threat of bodily injury. Police or juvenile authorities will be contacted.

**Robbery With a Firearm**

Robbery With a Firearm occurs when a student or students knowingly take an item or items not belonging to them with the use of a firearm. Example: approaching someone with a firearm and demanding items. Police or juvenile authorities will be contacted.

**Robbery With a Weapon**

Robbery With a Weapon occurs when a student or students knowingly take an item or items not belonging to them from a person with the use of a weapon. Example: approaching someone with a weapon that can cause injury when used and demanding items from the person. Police or juvenile authorities will be contacted.

**Sexual Battery**

Sexual Battery is any unwanted contact with an intimate part of a person's body, whether directly or through clothing. Police or juvenile authorities will be contacted.

**Sexual Misconduct**

Sexual Misconduct includes, but is not limited to, students engaging in sex, providing sexual favors and/or other acts of a sexual or arousing nature, exposing one's body parts, showing or distributing pornography, touching, sexting, and/or use of any social media in this context, and talk of a sexual nature while on any school property (including school bus), school functions, or school-related events. Police or juvenile authorities will be contacted.

**Theft (Over \$20)**

The taking or using of public or private property that does not belong to the perpetrator without permission or authorization is prohibited. Restitution will be a part of the punishment whenever possible. Student(s) involved in theft can be arrested based on the Illinois Criminal Code. Theft over \$20 occurs when a student is involved with the taking or using of public or private property of DPS, staff or students more than nominal value without permission or authorization. Police or juvenile authorities may be contacted.

**Threats to Staff With a Firearm**

Threats to Staff With a Firearm occurs when a person uses a firearm for the purpose of intimidating or causing the staff member to be in fear of physical injury to their person. Firearm includes any weapon that is designed to expel a projectile by the action of an explosive. This includes guns, bombs, grenades, rockets, pipe bombs or similar devices designed to explode and capable of causing bodily harm or property damage. Police or juvenile authorities will be contacted.

**Threats to Students With a Firearm**

Threats to Students With a Firearm occurs when a person uses a firearm for the purpose of intimidating or causing the student to be in fear of physical injury to their person. Firearm includes any weapon that is designed to expel a projectile by the action of an explosive. This includes guns, bombs, grenades,

rockets, pipe bombs or similar devices designed to explode and capable of causing bodily harm or property damage. Police or juvenile authorities will be contacted.

### **Threats to Staff With a Weapon**

Threats to Staff With a Weapon occurs when a student uses any item for the purpose of intimidating or causing a staff member to be in fear of physical injury to their person. Weapons include, but are not limited to, knives, baseball bats, medical paraphernalia, pipes, bottles, locks, scissors, pencils and pens (if used or attempted to be used in a menacing manner or to cause bodily harm). Police or juvenile authorities will be contacted.

### **Threats to Students With a Weapon**

Threats to Students With a Weapon occurs when a student uses any item for the purpose of intimidating or causing a student to be in fear of physical injury to their person while in a school building, on school grounds, or any school-related activities. Weapons include, but are not limited to, medical paraphernalia, knives, baseball bats, pipes, bottles, locks, sticks, pencils and pens (if used or attempted to be used in a menacing manner or to cause bodily harm). Police or juvenile authorities may be contacted.

### **Threats to Staff Without a Weapon**

Threats to Staff Without a Weapon occur when a student is involved with actions or conduct that causes or attempts to cause a staff member to be in fear of physical injury to their person or damage to their personal property. Police or juvenile authorities may be contacted.

### **Threats to Students Without a Weapon**

Threats to Students Without a Weapon occur when a student is involved with actions or conduct that causes or attempts to cause any student to be in fear of physical injury to their person or damage to their personal property. Police or juvenile authorities may be contacted.

### **Weapon-Related**

#### **I. Weapon-Related: Possession (a)**

Possession, use, control or transfer of guns, firearms, rifles, shotguns, knives (not including a knife that is prohibited by law), box cutters, or tasers or look-alikes is prohibited in school buildings, on campus (school grounds) or at a school activity. Look-alikes include, but are not limited to, BB guns, air-soft pistols, paintball guns, cigarette lighters and laser pointers shaped like a gun. Police or juvenile authorities may be contacted.

#### **II. Weapon-Related: Possession (b)**

Possession of explosives and all other weapons, including (but not limited to) weapons as defined by Section 24-1 of the Criminal Code (720 ILCS 5/24-1), including knives that are prohibited by law, brass knuckles, billy clubs, or look-alikes thereof, is prohibited in school buildings, on campus (school grounds) or at a school activity. Police or juvenile authorities may be contacted.

## **LEVEL FOUR CONSEQUENCES**

<b>ELEMENTARY</b>	<b>SECONDARY</b>
First and Subsequent Offenses <ul style="list-style-type: none"><li>• Parent/Guardian Contact through recommendation for up to 2 calendar years of expulsion</li></ul>	First and Subsequent Offenses <ul style="list-style-type: none"><li>• Parent/Guardian Contact through recommendation for up to 2 calendar years expulsion</li></ul>

## DECATUR PUBLIC SCHOOLS ADDRESSES AND TELEPHONE NUMBERS

Superintendent  
Decatur Public Schools  
101 W. Cerro Gordo  
Decatur, IL 62523  
217-362-3012

Assistant Superintendent of Support Services  
Technology, & Data Research  
Decatur Public Schools  
101 W. Cerro Gordo  
Decatur, IL 62523  
217-362-3016

Director of Student Services  
Decatur Public Schools  
335 E. Cerro Gordo St.  
Decatur, IL 62523  
217-362-3060

Director of Human Resources  
Decatur Public Schools  
101 W. Cerro Gordo St.  
Decatur, IL 62523  
217-362-3030

Assistant Superintendent of Teaching and  
Learning  
Decatur Public Schools  
101 W. Cerro Gordo  
Decatur, IL 62523  
217-362-3041

Macon-Piatt Special Education Director  
Decatur Public Schools  
620 E. Garfield Ave  
Decatur, IL 62526  
217-362-3055

Director of Communications and Public Relations  
Decatur Public Schools  
101 W. Cerro Gordo St.  
Decatur, IL 62523  
217-362-3018

Access District 61 information any time, day or  
night, by logging on to [www.dps61.org](http://www.dps61.org),  
or by tuning in to cable Channel 22.

# DECATUR PUBLIC SCHOOLS DISTRICT 61

## Community Resource Guide

Note: This community resource handbook is not meant to be an inclusive listing of all of the possible services for the topic areas listed. Rather, it is hoped that the staff, parents and students of the district can use this handbook as a starting point in their search for community-based services. Names, addresses and phone numbers may change without notice; but it is our intent to provide you with the most updated information.

## AREA POLICE AND FIRE DEPARTMENT NUMBERS

## EMERGENCY

City

911

NON EMERGENCY

Police (217) 424-2711  
Fire (217) 429-5201  
IL State Police (217) 265-0050

# STATE OF ILLINOIS TOLL-FREE NUMBERS

<b>Adoption Information</b>	<a href="http://www.dcf.illinois.gov">www.dcf.illinois.gov</a>	800-572-2390
<b>AIDS Hotline</b>	<a href="http://www.ryanwhite.hrsa.gov/hiv-care/hotlines">www.ryanwhite.hrsa.gov/hiv-care/hotlines</a>	800-243-2437
<b>Aging, Senior Assistance</b>	<a href="http://www.ilaging.illinois.gov">www.ilaging.illinois.gov</a>	800-252-8966
<b>Aging-Elder Abuse</b>	<a href="http://www.ilaging.illinois.gov">www.ilaging.illinois.gov</a>	866-800-1409
<b>Advocacy Office for Children and Families</b>	<a href="http://www.dcf.illinois.gov/contact-us/get-help.html">www.dcf.illinois.gov/contact-us/get-help.html</a>	800-232-3798
<b>Amtrak</b>	<a href="http://www.amtrak.com/home">www.amtrak.com/home</a>	800-872-7245
<b>Arson Hotline</b>	<a href="http://www.sfm.illinois.gov">www.sfm.illinois.gov</a>	800-252-2947
<b>Arts Council, Illinois</b>	<a href="http://www.arts.illinois.gov">www.arts.illinois.gov</a>	800-237-6994
<b>Attorney General's Office/ Consumer Protection</b>	<a href="http://www.illinoisattorneygeneral.gov/consumer-protection/">www.illinoisattorneygeneral.gov/consumer-protection/</a>	800-243-0618
<b>Cancer Information Service</b>	<a href="http://www.cancer.gov/global/contact">www.cancer.gov/global/contact</a>	800-422-6237
<b>Child Abuse Hotline (Report Suspected Abuse)</b>	<a href="http://www.dcf.illinois.gov/safe-kids/reporting.html">www.dcf.illinois.gov/safe-kids/reporting.html</a>	800-252-2873
<b>Child Welfare Information Gateway</b>	<a href="http://www.childwelfare.gov">www.childwelfare.gov</a>	800-394-3366

<b>Circuit Breaker Assistance</b>	<a href="http://www.state.il.us/aging">www.state.il.us/aging</a>	800-624-2459
<b>Citizens Utility Board (CUB)</b>	<a href="https://www.citizensutilityboard.org/">https://www.citizensutilityboard.org/</a>	800-669-5556
<b>Client Assistance Program (Disability Rights)</b>	<a href="https://www.dhs.state.il.us/page.aspx?item=37637">https://www.dhs.state.il.us/page.aspx?item=37637</a>	800-843-6154
<b>Crime Victim Compensation, Attorney General</b>	<a href="http://www.illinoisattorneygeneral.gov/safer-communities/supporting-victims-of-crime/crime-victim-compensation/">www.illinoisattorneygeneral.gov/safer-communities/supporting-victims-of-crime/crime-victim-compensation/</a>	800-228-3368
<b>Dental Referral Services</b>	<a href="http://www.isds.org/">http://www.isds.org/</a>	800-252-2930
<b>Disability Determination Services</b>	<a href="http://www.dhs.state.il.us/page.aspx?item=29979">http://www.dhs.state.il.us/page.aspx?item=29979</a>	800-843-6154
<b>Disabled Individual Assistance Program and Unemployment</b>	<a href="https://ides.illinois.gov/resources/non-ui-assistance.html">https://ides.illinois.gov/resources/non-ui-assistance.html</a>	
<b>Drug and Alcohol Abuse</b>	<a href="http://www.samhsa.gov/treatment/">http://www.samhsa.gov/treatment/</a>	800-662-4357
<b>Energy Assistance and Weatherization</b>	<a href="https://dceo.illinois.gov/communityservices/homeweath-erization.html">https://dceo.illinois.gov/communityservices/homeweath-erization.html</a>	833-711-0374
<b>Emergency Services &amp; Disaster Agency</b>	<a href="https://www.illinois.gov/agencies/agency.iemaohs.html">https://www.illinois.gov/agencies/agency.iemaohs.html</a>	800-782-7860
<b>Foster Parenting Hotline</b>	<a href="https://dcfs.illinois.gov/loving-homes/fostercare/resources-for-current-foster-parents.html">https://dcfs.illinois.gov/loving-homes/fostercare/resources-for-current-foster-parents.html</a>	800-232-3798
<b>Hearing Impaired Phone Access</b>	<a href="https://www.itactty.org/illinois-relay">https://www.itactty.org/illinois-relay</a>	TTY users 800-526-0844 Voice users 800-526-0857 TTY Spanish 800-501-0864 VCO 877-826-1130
<b>Illinois Housing Development Authority</b>	<a href="https://www.ihda.org/">https://www.ihda.org/</a>	312-836-5200
<b>Illinois Dept. of Human Services Medical Assistance</b>	<a href="https://www.dhs.state.il.us/page.aspx?item=30359">https://www.dhs.state.il.us/page.aspx?item=30359</a>	800-843-6154
<b>IDHS Mental Health</b>	<a href="https://www.dhs.state.il.us/page.aspx?item=29735">https://www.dhs.state.il.us/page.aspx?item=29735</a>	800-843-6154
<b>IDHS – WIC</b>	<a href="https://www.dhs.state.il.us/page.aspx?item=30513">https://www.dhs.state.il.us/page.aspx?item=30513</a>	800-843-6154
<b>Illinois State Board of Education</b>	<a href="http://www.isbe.net/">http://www.isbe.net/</a>	866-262-6663
<b>HIV &amp; STD Hotline</b>	<a href="https://ryanwhite.hrsa.gov/hiv-care/hotlines">https://ryanwhite.hrsa.gov/hiv-care/hotlines</a>	800-243-2437
<b>Literacy Hotline</b>	<a href="https://www.ilsos.gov/departments/library/literacy/olttfaq.html">https://www.ilsos.gov/departments/library/literacy/olttfaq.html</a>	800-321-9511

<b>Medicare &amp; Medicaid/Fraud or Abuse</b>	<a href="http://www.cms.gov/medicaid-coordination/center-program-integrity/reporting-fraud">www.cms.gov/medicaid-coordination/center-program-integrity/reporting-fraud</a>	800-447-8477
<b>Missing Children – “I-Search” (Illinois)</b>	<a href="http://www.dcf.illinois.gov/safe-kids/missing.html">www.dcf.illinois.gov/safe-kids/missing.html</a>	800-843-5678
<b>Nursing Home Information and Abuse</b>	<a href="http://www.dph.illinois.gov/topics-services/health-care-regulation/nursing-homes.html">www.dph.illinois.gov/topics-services/health-care-regulation/nursing-homes.html</a>	800-252-8966
<b>Organ/Tissue Donor Information</b>	<a href="https://apps.ilsos.gov/organdonorregister/">https://apps.ilsos.gov/organdonorregister/</a>	800-210-2106
<b>Poison Control (Statewide)</b>	<a href="http://www.illinoispoisoncenter.org/">www.illinoispoisoncenter.org/</a>	800-222-1222
<b>Public Aid/Medicaid Food Stamps &amp; Other Information</b>	<a href="http://www.dhs.state.il.us/page.aspx?item=33698">http://www.dhs.state.il.us/page.aspx?item=33698</a>	800-843-6154
<b>Medicare &amp; Medicaid, to Report Fraud or Abuse</b>	<a href="https://www.medicare.gov/basics/reporting-medicare-fraud-and-abuse">https://www.medicare.gov/basics/reporting-medicare-fraud-and-abuse</a>	800-633-4227
<b>Public Health Family Hotline (Parents Too Soon, Prenatal and Newborn Care, and Supplemental Food/WIC)</b>	<a href="http://www.dhs.state.il.us/page.aspx?item=30513">http://www.dhs.state.il.us/page.aspx?item=30513</a>	217-782-2166
<b>School Violence Tip Line</b>	<a href="http://www.safe2helpil.com">www.safe2helpil.com</a>	800-477-0024
<b>Secretary of State’s Office</b>	<a href="https://www.ilsos.gov/">https://www.ilsos.gov/</a>	800-252-8980
<b>Seniors and Persons with Disabilities Hotline</b>	<a href="http://www.ilaging.illinois.gov">www.ilaging.illinois.gov</a>	800-252-8966
<b>Veterans Affairs</b>	<a href="https://www.va.gov/">https://www.va.gov/</a>	800-698-2411

A list of local agencies for Decatur, IL is listed on the following pages. If you have an emergency and need immediate assistance with things such as housing or other agencies, please call **211**.

### **Suicide Prevention**

The District believes in educating and supporting the whole child. The District encourages parents who are concerned about their children to access the following resources for support. School social workers are also available if you believe your child may need additional help.

### **DHS SASS**

SASS provides intensive mental health services for youth experiencing a mental health crisis. SASS services are available by calling the Crisis and Referral Entry Services (CARES) line.  
(800) 345-9049  
(773) 523-4504 (TTY)



**National Suicide Prevention Lifeline** - <https://988lifeline.org>

The 988 Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week in the United States. We're committed to improving crisis services and advancing suicide prevention by empowering individuals, advancing professional best practices, and building awareness.

Three Digit Dialing Code: 988

**The Crisis Text Line**- [crisistextline.org](https://crisistextline.org)

Text HOME to 741741 to reach a volunteer Crisis Counselor any time. A live, trained Crisis Counselor receives the text and responds from a secure online platform.

Volunteer Crisis Counselors are available to message on WhatsApp (Crisis Text Line)

**Safe2Help Illinois helpline**-<https://www.safe2helpil.com>

Safe2Help Illinois offers students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence, or other threats to school safety.

Call 844-472-3345 - available 24/7

Text SAFE2 to 72332 to reach a trained staff member

Email: [HELP@Safe2HelpIL.com](mailto:HELP@Safe2HelpIL.com)

**The Trevor Project**-<https://www.thetrevorproject.org>

A support site for Lesbian, Gay, Bisexual, Transgender, or Queer youth who are experiencing depression or suicidal thoughts.

Connect to a crisis counselor 24/7, 365 days a year by:

- Texting START to 678-678
- Calling 1-866-488-7386
- Starting a Chat on the Trevor Project website ([thetrevorproject.org/get-help/](https://thetrevorproject.org/get-help/)).

**DECATUR DISTRICT 61 BOARD OF EDUCATION  
REGULAR MEETING MINUTES**

DATE/TIME: May 13, 2025

5:00 PM

LOCATION: Hope Academy  
955 N. Illinois Street  
Decatur, IL 62521

PRESENT: Bill Clevenger, President  
Kevin Hale  
Mark Reynolds

Will Wetzel, Vice President  
Dr. Karen Lauritzen

ABSENT: Devon Joyner and Christina Tyus

STAFF: Superintendent Dr. Rochelle Clark, Board Secretary Melissa Bradford, Attorney Luke Feeney and others

President Clevenger called the meeting to order at 5:00 PM.

TOPIC	DISCUSSION	ACTION
<b>Call for Closed Executive Session</b>	President Clevenger called the meeting to order and moved into Closed Executive Session to discuss the placement of an individual student pertaining to a student discipline/expulsion matter and collective negotiating matters between the Board and representatives of its employees, seconded by Mr. Reynolds.  President Clevenger called for a Roll Call Vote: Aye: Reynolds, Wetzel, Clevenger, Hale, Lauritzen Nay: None Absent: Joyner and Tyus Roll Call Vote: 5 Aye, 0 Nay, 2 Absent	Board moved to Closed Executive Session at 5:00 PM.
<b>Returned to Open Session</b>	President Clevenger asked for a motion to return to Open Session. Mr. Reynolds motioned, seconded by Mr. Wetzel. All were in favor.	Open Session at 5:32 PM.
<b>Open Session Continued</b>	President Clevenger noted that the Board of Education had been in Closed Executive Session to discuss the placement of an individual student pertaining to a student discipline/expulsion matter and collective negotiating matters between the Board and representatives of its employees. <u>No action was taken during Closed Executive Session.</u>	Information only.
<b>Pledge of Allegiance</b>	President Clevenger led the Pledge of Allegiance.	
<b>Approval of Agenda, May 13, 2025</b>	Superintendent Clark recommended the Board of Education approve the May 13, 2025 Open Session Board Meeting Agenda as presented.  Mr. Reynolds moved to approve the recommendation, seconded by Mr. Wetzel. All were in favor.	Agenda was Approved as presented.

TOPIC	DISCUSSION	ACTION
<b>District Highlights</b>	<p>Allison Brinkoetter, Assistant Principal at Dennis Lab School, and Cassie Mann, 1<sup>st</sup> grade Teacher at Dennis Lab School, presented and shared highlights and several accomplishments from Dennis (see presentation in Board packet). They noted that their goals for the next school year were as follows;</p> <ul style="list-style-type: none"> <li>● Preparing and planning a strong launch to the 25-26 school year;</li> <li>● Continue interviews and hiring;</li> <li>● Fully staffed;</li> <li>● Detailed SIP Action Plan;</li> <li>● Boost Student growth in ELA and Math;</li> <li>● Continue to improve attendance;</li> <li>● B.I.S.T. and SEL alignment;</li> <li>● Explicit targeted instruction;</li> <li>● Dedicated planning time for engaging lessons;</li> <li>● Continue to strengthen and grow PBL; and</li> <li>● Intensify Parent Involvement &amp; the Co-op.</li> </ul> <p>They also won the math challenge and will continue to plan for a successful school year.</p> <p>Representatives from Panther Pawlooza and some students shared highlights from the successful event (see presentation in Board packet). This year, they were able to expand and invite students and others from Monticello High School, Maroa-Forsyth Grade School, Mt Zion Intermediate and High School, Meridian Intermediate and Dennis Lab School; there were over 500 students in attendance. They thanked the many sponsors that help make this event a huge success every year.</p>	Information only.
<b>Public Participation</b>	<p>President Clevenger noted that during Public Participation, the Board of Education asked for the following:</p> <ul style="list-style-type: none"> <li>● Identify oneself and be brief.</li> <li>● Comments should be limited to 3 minutes.</li> <li>● Any public comments submitted to the Board Secretary will be included in the record.</li> </ul> <p>None at this time.</p>	Information only.
<b>Board Discussion</b>	None at this time.	Information only.
<b>Reports from 1<sup>st</sup> Read: 25-26 Code of Conduct</b>	President Clevenger noted for the listening audience, under Reports from Administration, A. First Read: Code of Conduct and Parent Handbook for 2025-2026 School Year, had been PULLED from the May 13, 2025 Board of Education meeting agenda.	Information only.
<b>1<sup>st</sup> Read: School Board Policies</b>	Dr. Mike Curry, Chief Operational Officer, presented a first read of School Board Policies and Exhibits from PRESS 117 for information only (see the attached	Information only.

TOPIC	DISCUSSION	ACTION
<b>and Exhibits from PRESS 117</b>	<p>policies and exhibits in the Board packet). Dr. Curry noted the following process for School Board Policies:</p> <ul style="list-style-type: none"> <li>• First Read – DRAFT policies will be presented to the Board of Education to review from the Policy Committee; there is no presentation. <ul style="list-style-type: none"> <li>◦ The Board Members would have two weeks or more to review and/or suggest additional changes.</li> </ul> </li> <li>• The Board of Education is asked to contact Dr. Curry directly regarding any and all questions pertaining to the first read policies.</li> <li>• The policies, with the changes, will be recommended for approval during an upcoming Board of Education meeting.</li> <li>• The Illinois Association of School Boards submit recommendation through PRESS PLUS and the Board of Education decides if they want to approve or reject the recommended changes.</li> </ul>	
<b>Consent Items</b>	<p>Superintendent Clark recommended the Board of Education approve the Consent Item as presented, which included:</p> <p>A. Minutes: Open/Closed Meetings April 22, 2025 and Special Open/Closed Meetings May 07, 2025</p> <p>B. Freedom of Information Report</p> <p>C. Bills</p> <p>Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote:  Aye: Reynolds, Hale, Lauritzen, Wetzel, Clevenger  Nay: None  Absent: Joyner and Tyus  Roll Call Vote: 5 Aye, 0 Nay, 2 Absent</p>	<p>Motion carried. Consent Items were approved as presented.</p>
<b>Board of Education Two (2) Year Calendar – Dates and Locations</b>	<p>Superintendent Clark recommended the Board of Education approve the Board of Education Two (2) Year Calendar – Dates and Locations as presented.</p> <p>Please Note: Dates, times and locations are subject to change.</p> <p>Mr. Reynolds moved to approve the recommendation, seconded by Mr. Wetzel. Hearing no questions, President Clevenger called for a Roll Call Vote:  Aye: Hale, Clevenger, Wetzel, Lauritzen, Reynolds  Nay: None  Absent: Joyner and Tyus  Roll Call Vote: 5 Aye, 0 Nay, 2 Absent</p>	<p>Motion carried. BOE Two (2) Year Calendar – Dates and Locations</p>
<b>Personnel Action Items</b>	<p>Superintendent Clark recommended the Board of Education approve the Personnel Action Items listed in the Memo from Monica Wilks, Director of Human Resources, and the Human Resources Department as presented.</p>	<p>Motion carried. Personnel Action Items</p>

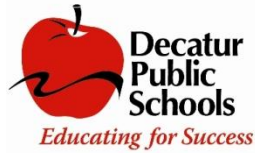
TOPIC	DISCUSSION	ACTION
	Mr. Reynolds moved to approve the recommendation, seconded by Dr. Lauritzen. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Lauritzen, Wetzel, Reynolds, Clevenger Nay: None Abstain: Hale Absent: Joyner and Tyus Roll Call Vote: 4 Aye, 0 Nay, 1, Abstain, 2 Absent	were approved as presented.
<b>Increase Existing FY25 Blanket PO for Menards</b>	Superintendent Clark recommended the Board of Education approve to Increase Existing FY25 Blanket PO for Menards for the Building and Grounds Department as presented.  Mr. Reynolds moved to approve the recommendation, seconded by Mr. Wetzel. Hearing no questions, President Clevenger called for a Roll Call Vote: Aye: Clevenger, Reynolds, Lauritzen, Wetzel, Hale Nay: None Absent: Joyner and Tyus Roll Call Vote: 5 Aye, 0 Nay, 2 Absent	Motion carried. Increase of Existing FY25 Blanket PO for Menards for B&Gs was approved as presented.
<b>Announcements</b>	The Board of Education and Administration sends condolences to the family of:  Paulette M. (Pritts) High, who passed away Sunday, May 04, 2025. Mrs. High was a former (retired) Kindergarten Teacher at Baum Elementary School.	Information only.
<b>Important Dates</b>	<b>IMPORTANT DATES</b> <b>May</b> 14 Public Tour of the New Ellsworth Dansby Jr. Magnet School – Public Tour Timeframe will be 6:00 PM to 7:00 PM 16 Prep Academy Cohort 1 Richland Community College Graduation – Decatur Civic Center at 7:00 PM (tickets are not required) 17 MHS Class of 2025 Graduation Ceremony – 11:00 AM, <b>MHS</b> Gymnasium, Overflow in <b>MHS</b> Auditorium 17 EHS Class of 2025 Graduation Ceremony – 2:30 PM, <b>EHS</b> Gymnasium 22 Last Day of Student Attendance for the 2024-2025 School Year 26 <b>Memorial</b> Day Holiday – <b>District Offices are Closed</b> <b>June</b> 19 Juneteenth Holiday - <b>District Offices are Closed</b>  <b>NEXT MEETING</b> The public portion of the next <u>regular</u> meeting of the Board of Education will be at 4:30 PM, Tuesday, May 27, 2025 at the Keil Administration Building.  <b>PLEASE NOTE:</b> We will begin Open Session with a Module 3 Training Session regarding School Improvement with the Board of Education and the Superintendent. We will continue in Open Session immediately following the training.	Information only.

TOPIC	DISCUSSION	ACTION
Adjournment	President Clevenger asked for a motion to adjourn. Mr. Reynolds moved, seconded by Mr. Wetzel. All were in favor.	Board adjourned at 7:00 PM.

Bill Clevenger, President

Melissa Bradford, Board Secretary





## Board of Education Decatur Public School District 61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Monthly Financial Conditions Report
<b>Initiated By:</b> Dr. Mike Curry, Chief Operations Officer	<b>Attachments:</b> Financial Conditions Report
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

The attached report illustrates the District's year-to-date revenues and expenditures and provides an explanation of the financial conditions of the Decatur Public School District and Macon-Piatt Special Education District.

**CURRENT CONSIDERATIONS:**

As the District completes April, the tenth month of FY25, the Macon-Piatt Special Education District has expended 78.15% of its overall budget; Decatur School District #61 has expended 74.63% of its overall budget.

As of May 19, 2025, the State Comptroller is holding FY25 ISBE vouchers in the amount of \$3,264,930 of which \$2,797,290 is associated with Evidence-Based Funding.

**FINANCIAL CONSIDERATIONS:**

n/a

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the Monthly Financial Conditions report as presented.

**RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_

**2024-2025 Decatur Public S.D. #61**  
**Fund Balance Summary - April 30, 2025**

<b><u>Fund</u></b>	<b><u>Fund Balance 07/01/24</u></b>	<b><u>Revenues To Date</u></b>	<b><u>Expenditures To Date</u></b>	<b><u>Net Cash Flow</u></b>	<b><u>Change in Fund Balance</u></b>	<b><u>Balance 04/30//2025</u></b>	<b><u>Tentative Balance 06/30/25</u></b>
<b>DISTRICT # 61</b>							
<b>Education</b>	\$22,203,280	\$119,687,642	\$104,192,747	\$15,494,895	\$0	\$37,698,175	\$ 21,847,411
<b>Operation &amp; Maintenance</b>	\$2,103,416	\$8,006,007	\$6,652,796	\$1,353,211	\$0	\$3,456,627	\$ 992,495
<b>Debt Service</b>	\$10,327,523	\$9,715,101	\$7,375,244	\$2,339,857	\$0	\$12,667,381	\$ 10,326,024
<b>Transportation</b>	\$6,670,257	\$5,365,425	\$5,147,827	\$217,598	\$0	\$6,887,855	\$ 5,091,618
<b>IMRF</b>	\$3,313,484	\$2,886,325	\$1,269,024	\$1,617,301	\$0	\$4,930,785	\$ 4,101,028
<b>Social Security/Medicare</b>	\$655,101	\$2,974,579	\$1,841,103	\$1,133,476	\$0	\$1,788,577	\$ 1,514,973
<b>Capital Projects Fund</b>	\$6,588,922	\$1,732,333	\$3,827,110	(\$2,094,777)	\$0	\$4,494,145	\$ 2,025,986
<b>Working Cash</b>	\$5,370,962	\$664,585	\$0	\$664,585	\$0	\$6,035,547	\$ 6,040,828
<b>Tort Immunity/Judgment</b>	\$4,924,048	\$1,484,485	\$3,856,492	(\$2,372,006)	(\$497,939)	\$2,054,103	\$ 1,521,740
<b>Fire Prevention/Safety</b>	\$1,964,765	\$414,585	\$434,187	(\$19,603)	\$0	\$1,945,162	\$ 669,867
<b>Totals District 61</b>	<b>\$64,121,759</b>	<b>\$152,931,066</b>	<b>\$134,596,530</b>	<b>\$18,334,536</b>	<b>(\$497,939)</b>	<b>\$81,958,357</b>	<b>\$ 54,131,970</b>
<b>Macon-Piatt Special Ed District</b>	<b>\$8,943,097</b>	<b>\$14,372,170</b>	<b>\$16,883,022</b>	<b>(\$2,510,852)</b>	<b>\$0</b>	<b>\$6,432,245</b>	<b>\$ 8,829,319</b>

**Macon-Piatt Special Education District**  
**Report Date: April 2025**  
**Financial Condition as of April 30, 2025**

**Percent of year passed: 83%**

	<b>Revenues</b>	<b>Adopted Budget</b>	<b>Pre Audit Y-T-D</b>	<b>Percent Received/Used</b>
12	Education	21,488,323	14,372,170	66.88%
	Operation &			
22	Maintenance	-	-	
42	Transportation	-	-	
52	IMRF	-	-	
		<hr/>		
	IMRF	<u>21,488,323</u>	<u>14,372,170</u>	<u>66.88%</u>

**Expenditures**

12	Education	19,671,495	15,924,841	80.95%
	Operation &			
22	Maintenance	360,870	186,165	51.59%
42	Transportation	25,750	8,541	33.17%
52	IMRF	<u>1,543,986</u>	<u>763,474</u>	<u>49.45%</u>
		<hr/>		
	Total Expenditures	<u>21,602,101</u>	<u>16,883,022</u>	<u>78.15%</u>

**Net Cash**

Total Revenues	21,488,323	14,372,170	66.88%
Total Expenditures	<u>21,602,101</u>	<u>16,883,022</u>	78.15%
Net Cash	<u>(113,778)</u>	<u>(2,510,852)</u>	

**Fund Balances**

**Actual**

12	Education	<u><u>6,432,245</u></u>
----	-----------	-------------------------

**Decatur Public School District #61**  
**Report Date: April 2025**  
**Financial Condition as of April 30, 2025**

**Percent of year passed: 83%**

	<b>Revenues</b>	<b>Budget</b>	<b>Pre Audit Y-T-D</b>	<b>Percent Received/Used</b>	<b>PRIOR YEAR COMPARISON FY 24 Percent Received/Used As Of 04/30/24</b>
10	Education	133,617,166	119,687,642	89.58%	71.21%
20	Operation & Maintenance	8,046,666	8,006,007	99.49%	87.71%
30	Debt Service	9,768,275	9,715,101	99.46%	99.76%
40	Transportation	5,978,666	5,365,425	89.74%	110.36%
50	IMRF	3,101,000	2,886,325	93.08%	102.39%
51	Social Security	3,001,200	2,974,579	99.11%	102.90%
60	Capital Projects	2,000,000	1,732,333	86.62%	53.20%
70	Working Cash	669,866	664,585	99.21%	119.70%
80	Tort Immunity/Judgment	1,501,500	1,484,485	98.87%	107.81%
90	Fire Prevention/Safety	2,669,866	414,585	15.53%	115.46%
	<b>Total Revenues</b>	<b>170,354,205</b>	<b>152,931,066</b>	<b>89.77%</b>	<b>69.88%</b>

	<b>Expenditures</b>	<b>Budget</b>	<b>Pre Audit Y-T-D</b>	<b>Percent Received/Used</b>	<b>PRIOR YEAR COMPARISON FY 24 Percent Received/Used As Of 04/30//24</b>
10	Education	133,973,035	104,192,747	77.77%	63.77%
20	Operation & Maintenance	9,157,588	6,652,796	72.65%	79.57%
30	Debt Service	9,769,775	7,375,244	75.49%	80.04%
40	Transportation	7,557,305	5,147,827	68.12%	85.05%
50	IMRF	2,313,456	1,269,024	54.85%	60.62%

51	Social Security	2,141,328	1,841,103	85.98%	68.57%
60	Capital Projects	6,562,936	3,827,110	58.31%	69.72%
70	Working Cash	-	-	-	110.00%
80	Tort Immunity/Judgment	4,903,808	3,856,492	78.64%	74.71%
90	Fire Prevention/Safety	3,964,764	434,187	10.95%	99.78%
	Total Expenditures	<u>180,343,995</u>	<u>134,596,530</u>	<u>74.63%</u>	<u>60.44%</u>

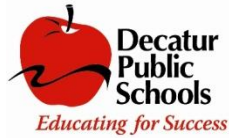
### Net Cash

Total Revenues	170,354,205	152,931,066	89.77%
Total Expenditures	<u>180,343,995</u>	<u>134,596,530</u>	74.63%
Net Cash	<u>(9,989,790)</u>	<u>18,334,536</u>	

### Fund Balances

### Actual

10	Education	37,698,175
20	Operation & Maintenance	3,456,628
30	Debt Service	12,667,381
40	Transportation	6,887,855
50	IMRF	4,930,786
51	Social Security	1,788,577
60	Capital Projects	4,494,145
70	Working Cash	6,035,547
80	Tort Immunity/Judgment	2,552,042
90	Fire Prevention/Safety	<u>1,945,162</u>
	Total Funds	<u>82,456,297</u>



## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Treasurer's Report
<b>Initiated By:</b> Dr. Mike Curry, Chief Operations Officer	<b>Attachments:</b> Treasurer's Report – April 2025
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

The attached report details the District's investments and the status of the District's cash as of April 30, 2025.

**CURRENT CONSIDERATIONS:**

N/A

**FINANCIAL CONSIDERATIONS:**

N/A

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the Treasurer's Report for April 2025 as presented.

**RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_

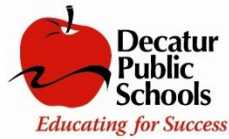


**DECATUR PUBLIC SCHOOL DISTRICT #61**  
**UNAUDITED TREASURER'S REPORT**  
**APRIL 2025**

	Cash/Investments as of 03/31/25	Receipts	Disbursements	Change/Interest	Cash/Investments as of 04/30/25
Education	45,315,347.56	9,637,379.02	12,354,570.83		42,598,155.75
Operations & Maintenance	4,118,708.58	8,375.06	639,480.22		3,487,603.42
Debt Service	12,762,244.28	20,333.02	0.00		12,782,577.30
Transportation	6,395,040.40	886,060.13	784,070.72		6,497,029.81
IMRF	5,073,412.49	10,577.70	120,981.98		4,963,008.21
Social Security	1,979,773.94	4,566.47	179,079.56		1,805,260.85
Capital Projects	3,998,064.91	618,614.92	71,379.39		4,545,300.44
Working Cash	6,084,452.49	11,150.17	0.00		6,095,602.66
Tort/Judgment Immunity	2,920,399.04	5,257.76	560,497.88		2,365,158.92
Fire Prevention & Safety	1,961,001.96	3,799.57	116.70		1,964,684.83
Macon-Piatt Special Education	6,727,395.45	1,384,144.45	1,619,350.05		6,492,189.85
Activities	650,578.38	47,922.66	54,635.57		643,865.47
	97,986,419.48	12,638,180.93	16,384,162.90	-	94,240,437.51

Dr. Mike Curry

05/14/25



## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Approval of School Board Policies and Exhibit from PRESS Issue 117
<b>Initiated By:</b> Dr. Mike Curry, Chief Operations Officer and Board of Education Policy Committee	<b>Attachments:</b> N/A
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

Policies and exhibits from Press Issue 117 were presented as a first read at the May 13, 2025 Board meeting.

**CURRENT CONSIDERATIONS:**

There have been no recommended updates to the policies that were presented at the May 13, 2025 Board meeting.

**FINANCIAL CONSIDERATIONS:**

N/A

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the School Board Policies and Exhibits, from PRESS Issues 117 as presented.

**RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_



## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Personnel Action Items
<b>Initiated By:</b> Monica L Wilks, Director of Human Resources, and the Human Resources Department	<b>Attachments:</b> 10 Pages of Personnel Action
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

Per Board Policy 5:30: Hiring Process and Criteria – The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School board policy on equal employment opportunities and minority recruitment.

**CURRENT CONSIDERATIONS:**

All offers of employment are contingent upon the approval of the Board of Education. Accordingly, anyone who is offered and begins employment prior to the approval of the Board of Education understands that they will do so as a substitute. If the approval of the Board of Education is obtained, these substitutes will then be made whole retroactive to their first day of employment.

**FINANCIAL CONSIDERATIONS:**

These positions are in the budget.

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve all Personnel Action Items as presented.

**RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_

**To: Board of Education**  
**From: Monica L Wilks, Director of Human Resources**  
**Date: May 21, 2025**  
**Board Date: May 27, 2025**  
**Re: Personnel Action**

**EMPLOYMENT RECOMMENDATIONS**

**TEACHERS:**

Name	Position	Effective Date
Holden Boyd	Grade 5, Johns Hill	August 11, 2025
Eric Bruder	Middle School Social Studies, Montessori Academy	August 11, 2025
Timothy Koslofski	Cross Category, Hope Academy	August 11, 2025

**OFFICE PERSONNEL:**

Name	Position	Effective Date
Alana Banks	Small Learning Community Secretary, Eisenhower	May 21, 2025

**TEACHING ASSISTANTS:**

Name	Position	Effective Date
Shauna Sloan	Special Ed Assistant, Montessori Academy, 6 hours per day	August 8, 2025

**SECURITY PERSONNEL:**

Name	Position	Effective Date
Brianna Lippert	School Security Officer, Stephen Decatur	May 21, 2025

**SCHEDULE B:**

Name	Position	Effective Date
Steven Thompson	.5 FTE Assistant Football Coach, MacArthur	August 6, 2025

**TRANSFERS****TEACHERS:**

Name	Position	Effective Date
Ashlei Amettis	From Grade 3, Hope Academy to Grade 2, Hope Academy	August 11, 2025
Joshua Fazekas	From Social Worker, Franklin Grove to Social Worker, South Shores	August 11, 2025
Delia Jackson	From Agriculture, Eisenhower to Middle School AG/STEAM, Ellsworth Dansby Jr	August 11, 2025
Kaelee Queary	From Grade 2, American Dreamer to Elementary Art, Ellsworth Dansby Jr	August 11, 2025
JoBeth Sweeney	From Grade 4, Muffley to Grade 6, Muffley	August 11, 2025
Olivia Triplett	From Grade 5, Muffley to Grade 4, Muffley	August 11, 2025

**TEACHING ASSISTANTS:**

Name	Position	Effective Date
Jeri Bradford	From Special Ed Assistant, Hope Academy, 6 hours per day to Grade 1 Assistant, Hope Academy, 6 hours per day	August 8, 2025
Cecilia Clarkson	From Grade 1 Assistant, Hope Academy, 6 hours per day to Grade 2 Assistant, Hope Academy, 6 hours per day	August 8, 2025
Ethan Davis	From Kindergarten Assistant, South Shores, 6 hours per day to Grade 2 Assistant, South Shores, 6 hours per day	August 8, 2025
Facelli Drummer	From Life Skills Assistant, Hope Academy, 6.25 hours per day to Essential Skills Assistant, Hope Academy, 6.25 hours per day	August 8, 2025
Gloria Goodman	From Special Ed Assistant, Dennis, 6 hours per day to Grade 1 Assistant, Ellsworth Dansby, 6 hours per day	August 8, 2025

Alyssa Jenks	From Special Ed Assistant, Montessori Academy, 6 hours per day to Montessori Assistant, 6 hours per day	August 8, 2025
Shaylyn Schall	From Alternative Ed Assistant, Decatur Alt Ed, 6 hours per day to Special Ed Assistant, Baum, 6 hours per day	August 8, 2025

#### CUSTODIANS:

Name	Position	Effective Date
Eric Dabner	From 2nd Shift Custodian (All Schools), Buildings & Grounds to 1st Shift Custodian (All Schools), Buildings & Grounds	May 27, 2025
Shantia Ellezy	From 2nd Shift Custodian, American Dreamer to 2nd Shift Custodian, Ellsworth Dansby Jr	May 27, 2025
Claudia Flores Santana	From 2nd Shift Custodian, Dennis to 2nd Shift Custodian (All Schools), Buildings & Grounds	May 27, 2025
Tamara Garner	From 2nd Shift Custodian, American Dreamer to 2nd Shift Custodian, Ellsworth Dansby Jr	May 27, 2025
Barry Rohman	From 2nd Shift Custodian, MacArthur to 1st Shift Custodian, Ellsworth Dansby Jr	May 27, 2025
Terri Walker	From 2nd Shift Custodian, Johns Hill to 2nd Shift Custodian, Ellsworth Dansby Jr	May 27, 2025

#### **RESIGNATIONS**

##### TEACHERS:

Name	Position	Effective Date
Rachel Dick	Middle School Counselor, Dennis	May 30, 2025
Carla Franzene	Grades 1-3, Montessori Academy	August 9, 2025
Marissa King	Cross Categorical, Dennis	May 22, 2025
Marissa Thompson	Special Ed Visually Impaired, Macon Piatt	End of the 2024-2025 School Year
Shae Wright	Kindergarten, Hope Academy	May 22, 2025



**ADMINISTRATIVE SUPPORT:**

Name	Position	Effective Date
Cheyenne Dunham	EMS I, IT	May 19, 2025

**TEAMSTERS:**

Name	Position	Effective Date
Cody Day	Truck Driver, Buildings & Grounds	May 8, 2025

**TEACHING ASSISTANTS:**

Name	Position	Effective Date
Rebecca Gavina	Care Room Assistant, Franklin Grove	May 15, 2025
Zamaria Hamilton	Special Ed Assistant, Franklin Grove	May 9, 2025

**SECURITY PERSONNEL:**

Name	Position	Effective Date
Tony Knotts	School Security Officer, Stephen Decatur	May 23, 2025

**SCHEDULE B:**

Name	Position	Effective Date
Katie Busch	Encore Department Head, Eisenhower	End of the 2024-25 school year
Heather Eston	Student Council Advisor, MacArthur	End of the 2024-25 school year
James Michael Horn	Assistant Boys Soccer Coach, MacArthur	April 3, 2025
Tanzania Jones	Assistant Basketball Coach, Eisenhower	May 22, 2025
Rachel Roberts	Color Guard/Flag Coach, MacArthur	February 24, 2025
Benjamin Truong	Head Coach Volleyball, MacArthur	May 12, 2025
Kim Vy Williams	Yearbook Advisor, MacArthur	May 22, 2025
Jennifer Young	Junior Class Advisor, MacArthur	May 22, 2025

EXTENDED DAY:

Name	Position	Effective Date
Gabriella Calhoun	Non Certified Staff, Hope Academy	May 22, 2025
Ayinde Thompson	Non Certified Staff, South Shores	May 16, 2025

**COMPENSATION RECOMMENDATIONS:**

- The following staff member should be compensated **\$33.00** for participating in Help on the Hill Tutoring on November 20, 2024 at Johns Hill:  
Thomas Miller
- The following staff member should be compensated **\$33.00** for participating in Help on the Hill Tutoring on December 4, 2024 at Johns Hill:  
Thomas Miller
- The following staff member should be compensated **\$33.00** for participating in Help on the Hill Tutoring on February 5, 2025 at Johns Hill:  
Thomas Miller
- The following staff member should be compensated **\$33.00** for participating in Help on the Hill Tutoring on February 19, 2025 at Johns Hill:  
Thomas Miller
- The following staff members should be compensated **\$33.00** for participating in Help on the Hill Tutoring on March 5, 2025 at Johns Hill:  
Kristine Boomer  
Dalton Collins
- The following staff member should be compensated **\$33.00** for participating in Help on the Hill Tutoring on March 19, 2025 at Johns Hill:  
Thomas Miller
- The following staff member should be compensated **\$33.00** for participating in Help on the Hill Tutoring on May 7, 2025 at Johns Hill:  
Thomas Miller
- The following staff member should be compensated **\$33.00** for participating in Help on the Hill Tutoring on May 14, 2025 at Johns Hill:  
Thomas Miller
- The following staff members should be compensated for participating in Summer School Final Session on May 5, 2025 at PDI:  
Kristine Boomer \$99.00  
Michelle Davis \$99.00  
Heidy Perales \$99.00  
Sharon Bird \$132.00

Summer Boyd \$99.00

- The following staff members should be compensated **\$33.00** for participating in School Leadership Team Meeting on May 8, 2025 at Franklin Grove:  
Carolynn Keizer Melissa Schulz  
Sydney Janvrin Chase Tucker
- The following staff members should be compensated **\$33.00** for participating in Leadership Team Meeting on September 17, 2024 at American Dreamer:  
Linda Stubblefield Dena Flanigan  
Tara Pitt
- The following staff members should be compensated **\$33.00** for participating in Leadership Team Meeting on October 1, 2024 at American Dreamer:  
Linda Stubblefield Dena Flanigan  
Tara Pitt
- The following staff members should be compensated **\$33.00** for participating in Leadership Team Meeting on March 4, 2025 at American Dreamer:  
Linda Stubblefield Dena Flanigan  
Tara Pitt
- The following staff members should be compensated for participating in PBIS Meeting on May 6, 2025 at Hope Academy:

Mollie Johnston	\$33.00	Sara Lowry	\$25.00
Christine Lowe	\$33.00	Steve Novak	\$25.00
Susan Snyder	\$33.00	Amber Rezinis	\$33.00
Tonyan Young	\$33.00	Michelle Holsapple	\$25.00
Elizabeth Allison	\$25.00	Paree Evans	\$25.00
Alexandria Pomron	\$33.00	Kaitlin Dickey	\$33.00
- The following staff members should be compensated **\$33.00** for participating in PBIS Meeting on January 28, 2025 at Hope Academy:  
Mollie Johnston Alicia Alves  
Kaitlin Dickey
- The following staff members should be compensated **\$33.00** for participating in Leadership Team Meeting on September 3, 2024 at American Dreamer:  
Linda Stubblefield Dena Flanigan  
Tara Pitt
- The following staff members should be compensated **\$33.00** for participating in ILT Meeting on February 2, 2025 at South Shores:  
Lorraine Major Heather Scott

Nicole Wilcoxon  
Crystal Rora

Kristi Adams  
Autumn Kirby

- The following staff members should be compensated **\$49.50** for participating in SIP Team Meeting on January 22, 2025 at Muffley:  
Diane Orr  
Megan Noel  
Jessica Meier
- The following staff members should be compensated **\$49.50** for participating in SIP Team Meeting on September 18, 2024 at Muffley:  
Diane Orr  
Megan Noel  
Jessica Meier
- The following staff members should be compensated **\$82.50** for participating in SIP Team Meeting on July 15, 2024 at Muffley:  
Diane Orr  
Megan Noel  
Jessica Meier
- The following staff members should be compensated **\$33.00** for participating in ILT Meeting on February 11, 2025 at Muffley:  
Kelly Bailey  
Susan Barnes  
Libby Kirkland  
Joseph Krouse  
Megan Noel  
Diana Orr  
Melissa Prasun  
Jamie Reed  
Ashley Robinson
- The following staff members should be compensated **\$33.00** for participating in ILT Meeting on January 14, 2025 at Muffley:  
Susan Barnes  
Libby Kirkland  
Joseph Krouse  
Megan Noel  
Diane Orr  
Melissa Prasun  
Ashley Robinson
- The following staff members should be compensated **\$33.00** for participating in ILT Meeting on December 10, 2024 at Muffley:  
Kelly Bailey  
Susan Barnes  
Libby Kirkland  
Megan Noel  
Diane Orr  
Melissa Prasun  
Jamie Reed  
Ashley Robinson
- The following staff members should be compensated **\$33.00** for participating in ILT Meeting on September 10, 2024 at Muffley:  
Kelly Bailey  
Susan Barnes  
Diane Orr  
Melissa Prasun

Libby Kirkland  
Joseph Krouse  
Megan Noel

Jamie Reed  
Ashley Robinson

- The following staff members should be compensated for participating in PBIS All School Meeting on February 4, 2025 at Hope Academy:

Mollie Johnston	\$33.00	Marcy Braden	\$33.00
Elizabeth Allison	\$33.00	Paree Evans	\$25.00
Sara Lowry	\$25.00	Deionnte Honorable	\$25.00
Tonyan Young	\$33.00	Susan Snyder	\$33.00

- The following staff members should be compensated for participating in ILT Meeting on February 3, 2025 at Hope Academy:

Michelle Holsapple	\$25.00	Paree Evans	\$25.00
Mollie Johnston	\$33.00	Elizabeth Allison	\$33.00
Michelle Brown	\$33.00	Sara Lowry	\$25.00
Susan Snyder	\$33.00	Christine Lowe	\$33.00
Tonyan Young	\$33.00	Shauna Bohlman	\$33.00
Alicia Alves	\$33.00	Alexandria Pomorin	\$33.00
Shikiria Cunningham	\$25.00		

- The following staff members should be compensated \$33.00 for participating in PBIS Coaches Meeting on February 6, 2025 at Hope Academy:

Terri Ellis	Mollie Johnston
Alexandria Pomorin	

- The following staff members should be compensated for participating in PBIS Whole School Meeting on March 4, 2025 at Hope Academy:

Tonyan Young	\$33.00	Amber Rezinaz	\$33.00
Christine Lowe	\$33.00	Kaitlin Dickey	\$33.00
Elizabeth Allison	\$33.00	Ashlei Amettis	\$33.00
Leigh Ann Sinclair	\$33.00	Alexandria Pomorin	\$33.00
Susan Snyder	\$33.00	Kate McCray	\$33.00
Marcy Braden	\$33.00	Paree Evans	\$25.00
Sara Lowry	\$25.00	Deionnte Honorable	\$25.00
Mollie Johnston	\$33.00		

- The following staff members should be compensated for participating in ILT Meeting on April 7, 2025 at Hope Academy:

DeAsia Curry	\$33.00	Shikiria Cunningham	\$25.00
Tonyan Young	\$33.00	Sara Lowry	\$25.00
Christine Lowe	\$33.00	Terri Ellis	\$33.00
Mollie Johnston	\$33.00	Alicia Alves	\$33.00
Michelle Holsapple	\$25.00	Elizabeth Allison	\$33.00

Susan Snyder	\$33.00	Deionnte Honorable	\$25.00
Paree Evans	\$25.00		

- The following staff members should be compensated **\$33.00** for participating in Leadership Meeting on December 17, 2024 at American Dreamer:

Linda Stubblefield	Dena Flanigan
Tara Pitt	

- The following staff members should be compensated **\$33.00** for participating in BIST Team Meeting on March 6, 2025 at Franklin Grove:

Kelsey Rigsby	Denise Kelly
---------------	--------------

- The following staff members should be compensated **\$33.00** for participating in ILT on May 12, 2025 at South Shores:

Kristi Adams	Autumn Kirby
Nicole Wilcoxon	Lorraine Major
Crystal Rora	

- The following staff members should be compensated for participating in Planning for School Year 2025-2026 Final Session on May 15, 2025 at PDI:

Norma Ramos	\$99.00	Heidy Perales	\$99.00
Summer Boyd	\$99.00	Sharon Bird	\$132.00

- The following staff members should be compensated for participating in DRT/MTSS Meeting on December 11, 2024 at Muffley:

Lauren Gill	\$49.50	JoBeth Sweeney	\$49.50
Megan Noel	\$66.00	Christine Cullison	\$66.00
Jessica Meier	\$66.00	Ashley Robinson	\$66.00
Libby Kirkland	\$49.50	Jamie Reed	\$33.00

- The following staff members should be compensated **\$33.00** for participating in ILT Meeting on November 12, 2024 at Muffley:

Kelly Bailey	Megan Noel
Susan Barnes	Diane Orr
Libby Kirkland	Melissa Prasun
Joseph Krouse	Jamie Reed

- The following staff members should be compensated **\$33.00** for participating in ILT Meeting on April 8, 2025 at Muffley:

Kelly Bailey	Diane Orr
Susan Barnes	Melissa Prasun
Libby Kirkland	Jamie Reed
Joseph Krouse	Ashley Robinson
Megan Noel	



- The following staff members should be compensated **\$33.00** for participating in ILT Meeting on March 11, 2025 at Muffley:

Kelly Bailey

Susan Barnes

Libby Kirkland

Joseph Krouse

Megan Noel

Diane Orr

Melissa Prasun

Jamie Reed

Ashley Robinson

- The following staff members should be compensated **\$66.00** for participating in ILT Meeting on July 26, 2024 at Muffley:

Kelly Bailey

Libby Kirkland

Megan Noel

Diane Orr

Melissa Prasun

Ashley Robinson

- The following staff members should be compensated **\$2,000.00** for participating in Teacher Vacancy Grant Student Teacher Stipend during the 2024-2025 school year at various schools:

Chloe Cable

Andrew Hardin

Elizabeth Winick

- The following staff members should be compensated **\$33.00** for participating in MTSS Planning on May 14, 2025 at Baum:

Chrissy Petitt

Mary Evans



## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Edmentum (APEX) Purchase
<b>Initiated By:</b> Mary Brady and Dr. Edwin Robinson, P-12 Directors of Teaching & Learning	<b>Attachments:</b> Order #: Q-695414
<b>Reviewed By:</b> Dr. Larry Gray, Assistant Superintendent of Teaching & Learning and Dr. Rochelle Clark, Superintendent	

### BACKGROUND INFORMATION:

Edmentum/APEX is currently the product Decatur Public Schools utilizes for our students at the secondary level and alternative education.

### CURRENT CONSIDERATIONS:

Edmentum/APEX will provide high-quality digital curriculum that supports credit recovery, intervention, and personalized learning pathways. It enables flexible, standards-aligned instruction across grade levels and subjects, helping to address diverse student needs. Additionally, ongoing access to data and analytics tools allows educators to monitor progress and adjust instruction in real time, ultimately improving student outcomes.

### FINANCIAL CONSIDERATIONS:

The total cost is \$78,420.00 for a one (1) year subscription.

### STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Edmentum (APEX) purchase as presented.

### RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_



Date: 04/28/2025  
Order Number: Q-695414  
Revision: 1  
Order Form Expiration Date: 06/03/2025

## ORDER FORM

### Customer and Billing Address

Customer No.: 236248  
Customer Name: Decatur Public Schools 61  
Billing Address: 101 W Cerro Gordo St  
Decatur, IL 62523-1001

### Products and Services

#### Decatur Public Schools 61

Products	Qty	License Start Date	License End Date	License Term (Months)
Apex Learning Courses: Unlimited enrollments for all students district wide	1	06/04/2025	06/03/2026	12
Courseware for Apex: CTE & Electives Library - District Wide License	1	06/04/2025	06/03/2026	12
Customer Success Services	1	06/04/2025	06/03/2026	12

**Decatur Public Schools 61 Subtotal:** \$78,420.00

**Total US Funds:** \$78,420.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the initial License Start Date, if any, applicable to the products listed in the order summary above ("Order Summary") and shall remain in effect through the end of the Term.

To the extent this Order includes Purchases of Enrollment Products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the Order Summary, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

\*\*\* Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

### Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to [orders@edmentum.com](mailto:orders@edmentum.com) or attach the certificate to this order form in the Signature section. We reserve the right to pursue collections to the fullest extent permitted by law for sales taxes that have been charged on invoices submitted prior to our receipt of a valid tax exemption certificate.

### Invoicing and Payment Terms

The total amount in the Order Summary will be invoiced on the Effective Date.

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | [www.edmentum.com](http://www.edmentum.com)





Date: 04/28/2025  
Order Number: Q-695414  
Revision: 1  
Order Form Expiration Date: 06/03/2025

## ORDER FORM

You agree to pay all invoices within 15 days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

## Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates.

This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect. If this Agreement includes Professional Services, they are more fully described herein, in the Standard Terms and/or on an attached Statement of Work.

## Purchase Order

This Agreement is non-cancellable. You will submit a purchase order to us for the full amount of this Order Form or, if applicable, for the amount listed on the first payment due date in Invoicing and Payment Terms, followed by additional purchase orders according to the Invoicing and Payment Terms. Your Order will not be scheduled for delivery until a conforming purchase order referencing this Order Form is submitted.

To the extent applicable, you will submit additional purchase orders ("Subsequent Purchase Orders") within ten (10) days of our notice to you that your Enrollment Products Purchases, in the aggregate, have exceeded the amount identified in the Initial Purchase Order for such products. If we waive a Subsequent Purchase Order requirement, you agree to pay the amounts identified on our invoice.

## Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

## Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Email Address:

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | [www.edmentum.com](http://www.edmentum.com)





Date: 04/28/2025  
Order Number: Q-695414  
Revision: 1  
Order Form Expiration Date: 06/03/2025

ORDER FORM

Customer Signature \_\_\_\_\_

Name (Printed or Typed) \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_





## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Promethean Active Panel Purchase
<b>Initiated By:</b> Mary Brady, P-12 Director of Teaching	<b>Attachments:</b> Trafera Quote #20250520-151100754
<b>Reviewed By:</b> Dr. Larry Gray, Assistant Superintendent of Teaching & Learning and Dr. Rochelle Clark, Superintendent	

### **BACKGROUND INFORMATION:**

There has been a significant amount of Title I Carry-Over Funds provided to the District during the 2023-2024 school year. A number of Promethean ActivePanels were purchased in June 2023 and again in April 2024.

### **CURRENT CONSIDERATIONS:**

Promethean ActivePanels are being purchased through the Department of Teaching & Learning for use throughout the district utilizing Title I funds.

### **FINANCIAL CONSIDERATIONS:**

The total cost is \$49,985.00 for 13 ActivePanels and mobile carts. Title I funds will be utilized for this purchase.

### **STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the Promethean ActivePanel Purchase as presented.

### **ECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_





Decatur School District 61 –Promethean\_65"

Bill to  
Decatur School District 61  
Customer No: 93192  
101 WEST CERRO GORDO STREET  
DECATUR IL 62523  
USA

Ship to

Quote Details  
Reference: 20250520-151100754  
Created: May 20, 2025  
Expiration: May 30, 2025  
Created by: Timothy Peters  
tim.peters@trafera.com

Estimate No: E000145840

Contract  
None

Products & Services

Items and Description	Overview	Notes	Qty	Unit Price	Totals
IFP 86" AP 10 PREMIUM 4K UHD 3840X2160 OPSA2 8GB	Promethean ActivPanel 10 Premium 86" 4K QLED Interactive Flat Panel Display OPS_2A-8GB - 86" 4K UHD (3840 x 2160) AG, 60Hz, 1034 Nit, Touchscreen Display w Pen Support - Integrated 2.1 Stereo Soundbar + Microphone - Video Connectivity: 2 x HDMI 2.1 (In), 1 x DisplayPort 1.4, 1 x HDMI 2.0 (Out) - USB Connectivity: 4 x USB-A 3.2 Gen 1, 1 x USB-A 2.0, 2 x USB-C 3.2 Gen 1, 3 x USB-B 3.0, 1 x USB-A 3.0, 2 x USB-C 3.0 - Audio Connectivity: 3.5mm, S/PDIF - Other Connectivity: RS232, RJ45 - VESA Mount Standard: 800 x 600 mm - 2 x Passive Pens - 1 x ActivPen 2 + Charger + Bluetooth Module - 1 x Remote		5	\$3,700.00	\$18,500.00
MOBLE STAND MANUAL HEIGHT ADJ	Promethean Manual height adjustable mobile stand for use with ActivPanel		5	\$945.00	\$4,725.00
CASTORS FOR AP-FSM FIXED HEIGHT STAND	Castors for AP-ASM-TR & AP-FSM-TR (Set of 4)		13	\$0.00	\$0.00
AP10-B65-NA-1- OPSA2-8GB	AP 65" V10 Prem NA & OPSA2 8G		8	\$2,400.00	\$19,200.00

MOBLE STAND HEIGHT ADJ UP TO 400LB	Promethean AP-ASM-70 - Manual Height Adjustable Mobile Stand	8	\$945.00	\$7,560.00
	Manual height adjustable mobile stand			
	Compatible with all sizes of ActivPanel 5, ActivPanel i-Series, ActivPanel 6, and ActivPanel Elements series			
	Smooth and effortless classroom mobility			
	Utilizing spring tension technology			
	Safe and easy high-low adjustment			
				<b>Subtotal</b> \$49,985.00
				<b>Tax</b> \$0.00
				<b>Total</b> \$49,985.00
				<b>Net Terms</b> N30

**Terms and Condition**

This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date due to market conditions, including potential tariff adjustments and available inventory.

**Please Remit Checks to:**

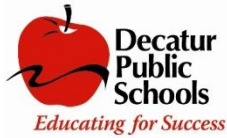
Trafera LLC  
PO Box 208960  
Dallas, TX 75320-8960

**Question? Contact me**

**Timothy Peters**  
tim.peters@trafera.com



**Trafera**  
2550 University Ave W, Suite 416 - S  
St. Paul MN 55114  
United States



## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Franklin Grove Elementary School Kitchen Equipment Bid Award
<b>Initiated By:</b> Dr. Mike Curry, Chief Operations Officer	<b>Attachments:</b> Bid Analysis Spreadsheet
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

Aramark has been the District's Food Service Provider for over thirty years. Aramark is working towards providing self-operating kitchens at current satellite locations.

**CURRENT CONSIDERATIONS:**

Two vendors (M J Kellner and Johnson Mechanical Services, Inc.) provided bids for Franklin Grove Kitchen Equipment and there was no response from KaTom Restaurant Supply Inc. M J Kellner provided the lowest bid in the amount of \$94,711.70.

**FINANCIAL CONSIDERATIONS:**

The kitchen equipment for Franklin Grove will be paid for from the district's Food Service Reserves.

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the bid from M J Kellner for Franklin Grove Elementary School Kitchen Equipment as presented.

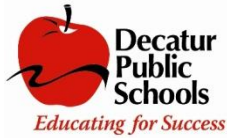
**RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:** \_\_\_\_\_

**BID ANALYSIS SPREADSHEET**

<b><u>BID TITLE:</u></b>	<b><u>Franklin Grove Kitchen Equipment</u></b>		
<b><u>BID REQUEST#</u></b>	<b><u>2025-8</u></b>		
<b><u>DATE:</u></b>	<b><u>5/13/25 at 10:00 a.m.</u></b>		
<b><u>COPIES TO:</u></b>	<b><u>Amy Wagner, Joanie Watson, Dr. Mike Curry, Jennifer Sommer</u></b>		
<b><u>AUTHORIZED PERSON OPENING BID:</u></b>	<b><u>Joanie Watson - Coordinator of Purchasing</u></b>		
<b><u>VENDOR NAME:</u></b>	<b><u>1) M J Kellner</u></b>	<b><u>2) Johnson Mechanical Services Inc.</u></b>	<b><u>No Response from KaTom Restaurant Supply Inc.</u></b>
<b><u>SUBTOTAL:</u></b>	<b><u>\$92,886.70</u></b>	<b><u>\$99,000.00</u></b>	
<b><u>FREIGHT AMOUNT:</u></b>	<b><u>\$1,825.00</u></b>	<b><u>\$2,600.00</u></b>	
<b><u>TOTAL COST:</u></b>	<b><u>\$94,711.70</u></b>	<b><u>\$101,600.00</u></b>	
<b><u>LIFTGATE COST:</u></b>	<b><u>included</u></b>	<b><u>\$600.00</u></b>	
<b><u>TOTAL COST W/LIFTGATE:</u></b>		<b><u>\$102,200.00</u></b>	
<b><u>DELIVERY DATE:</u></b>	<b><u>75 Days ARO</u></b>	<b><u>based on when PO is issued</u></b>	



## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> South Shores Elementary School Kitchen Equipment Bid Award
<b>Initiated By:</b> Dr. Mike Curry, Chief Operations Officer	<b>Attachments:</b> Bid Analysis Spreadsheet
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

Aramark has been the District's Food Service Provider for over thirty years. Aramark is working towards providing self-operating kitchens at current satellite locations.

**CURRENT CONSIDERATIONS:**

Two vendors (M J Kellner and Johnson Mechanical Services, Inc.) provided bids for South Shores Kitchen Equipment and there was no response from KaTom Restaurant Supply Inc. M J Kellner provided the lowest bid in the amount of \$86,365.87.

**FINANCIAL CONSIDERATIONS:**

The kitchen equipment for South Shores will be paid for from the district's Food Service Reserves.

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the bid from M J Kellner for South Shores Elementary School Kitchen Equipment as presented.

**RECOMMENDED ACTION:**

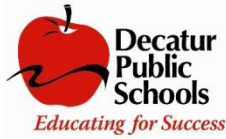
- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:** \_\_\_\_\_

**BID ANALYSIS SPREADSHEET**

<b><u>BID TITLE:</u></b>	<b><u>South Shores Kitchen Equipment</u></b>		
<b><u>BID REQUEST#</u></b>	<b><u>2025-7</u></b>		
<b><u>DATE:</u></b>	<b><u>5/13/25 at 10:00 a.m.</u></b>		
<b><u>COPIES TO:</u></b>	<b><u>Amy Wagner, Joanie Watson, Dr. Mike Curry, Jennifer Sommer</u></b>		
<b><u>AUTHORIZED PERSON OPENING BID:</u></b>	<b><u>Joanie Watson - Coordinator of Purchasing</u></b>		
<b><u>VENDOR NAME:</u></b>	<b><u>1) M J Kellner</u></b>	<b><u>2) Johnson Mechanical Services Inc.</u></b>	<b><u>No Response from KaTom Restaurant Supply Inc.</u></b>
<b><u>SUBTOTAL:</u></b>	<b><u>\$84,490.87</u></b>	<b><u>\$89,000.00</u></b>	
<b><u>FREIGHT AMOUNT:</u></b>	<b><u>\$1,875.00</u></b>	<b><u>\$2,700.00</u></b>	
<b><u>TOTAL COST:</u></b>	<b><u>\$86,365.87</u></b>	<b><u>\$91,700.00</u></b>	
<b><u>LIFTGATE COST:</u></b>	<b><u>included</u></b>	<b><u>\$600.00</u></b>	
<b><u>TOTAL COST W/LIFTGATE:</u></b>		<b><u>\$92,300.00</u></b>	
<b><u>DELIVERY DATE:</u></b>	<b><u>75 Days ARO</u></b>	<b><u>based on when PO is issued</u></b>	





## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Purchase of Breakfast Carts/Flex Stations for Food Service
<b>Initiated By:</b> Dr. Mike Curry, Chief Operations Officer	<b>Attachments:</b> Quote
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

Aramark currently serves grab-and-go breakfast to all students at multiple entrances per building. Aramark currently serves from banquet tables and struggles with space. Proper equipment would enhance the speed of breakfast service, increase choices and positively impact participation.

**CURRENT CONSIDERATIONS:**

Multiple quotes were received for breakfast carts/flex stations for food service. M J Kellner had the lowest cost at \$33,383.34.

**FINANCIAL CONSIDERATIONS:**

The breakfast carts/flex stations would be paid for from the district's Food Service Reserves.

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the purchase of Breakfast Carts/Flex Stations for Food Service as presented.

**RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_




**Project:**




CUSD#61 (31093)  
MERCHANDISING CARTS REVISED  
(P) 217-424-3042  
101 W. CERRO GORDO  
DECATUR, IL 62523

**From:**

MJ Kellner Co., Inc.  
Michael Sbarbati  
5700 International Parkway  
Springfield, IL 62711  
(217) 483-1700  
217-483-1770 123 (Contact)

Job Reference Number: 4909

Item	Qty	Description	Sell	Sell Total
1	27 ea	<b>MERCHANDISING &amp; DISPLAY RACK / CART</b>  Cambro Model No. CPM244867FX1480 Camshelving® Premium Mobile Flex Station Unit, 24"W x 48"L x 67"H, 4-tiers: (4) open shelves with divider bars for holding food pans, includes; (2) pre-assembled 24" x 67" mobile post kits (posts constructed of steel with polypropylene exterior), (8) 48" traverses, (36) angled divider bars, (12) identification tags, and (4) swivel total locking casters, speckled gray, 900 lbs. max capacity 27 ea Lifetime warranty against corrosion and rust	\$592.52	\$15,998.04
			<b>ITEM TOTAL:</b>	<b>\$15,998.04</b>
2	162 ea	<b>FOOD PAN</b>  Cambro Model No. 16CW110 Packed 6 ea Camwear® Food Pan, 20.6 qt. capacity, 6" deep, full size, polycarbonate, black, NSF 162 ea 2 year warranty	\$16.50	\$2,673.00
			<b>ITEM TOTAL:</b>	<b>\$2,673.00</b>
3	162 ea	<b>FOOD PAN</b>  Cambro Model No. 16CW135 Packed 6 ea Camwear® Food Pan, 20.6 qt. capacity, 6" deep, full size, polycarbonate, clear, NSF 162 ea 2 year warranty	\$16.50	\$2,673.00
			<b>ITEM TOTAL:</b>	<b>\$2,673.00</b>
4	162 ea	<b>FOOD PAN</b>	\$10.15	\$1,644.30

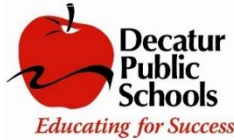
Item	Qty	Description	Sell	Sell Total
		Cambro Model No. 24LPCW110 Packed 6 ea Camwear® Food Pan, 5.3 qt. capacity, 4" deep, 1/2 size long, polycarbonate, black, NSF		
	162 ea	2 year warranty		
			<b>ITEM TOTAL:</b>	<b>\$1,644.30</b>
5	108 ea	<b>ICE PACK</b> Cambro Model No. CP814159 Camchiller®, 14" x 8" x 1-1/2"H, maintains chilled foods in transport, cold blue, dishwasher safe, stackable, NSF	\$44.80	\$4,838.40
				
			<b>ITEM TOTAL:</b>	<b>\$4,838.40</b>
6	162 ea	<b>FOOD PAN</b> Cambro Model No. 14CW110 Packed 6 ea Camwear® Food Pan, 13.7 qt. capacity, 4" deep, full size, polycarbonate, black, NSF	\$13.60	\$2,203.20
				
			<b>ITEM TOTAL:</b>	<b>\$2,203.20</b>
7	162 ea	<b>FOOD CONTAINER BOX</b> Cambro Model No. 12189CW135 Packed 6 ea Camwear® Food Storage Container, 12" x 18" x 9", 4.75 gallon capacity, dishwasher safe, smooth surface, polycarbonate, clear, NSF	\$20.70	\$3,353.40
				
			<b>ITEM TOTAL:</b>	<b>\$3,353.40</b>
8	1 ea	<b>SALES TAX</b> SALES TAX Model No. SALES TAX SALES TAX----->		
9	1 ea	<b>FREIGHT</b> FREIGHT Model No. FREIGHT IF ALL ABOVE IS ORDERED, THIS WOULD QUALIFY FOR FREE FREIGHT PROGRAM.  NOTE: MUST SHIP TO ONE LOCATION.		
			<b>Total</b>	<b>\$33,383.34</b>

Delivery and installation are not included unless otherwise noted. If freight is not quoted, it will then be determined and added to invoice. Custom Merchandise, Custom Fabrication, and Furniture are non-returnable. Should you need to return an item, contact your sales representative to obtain a return authorization. All returns are subject to RESTOCKING FEES and RETURN SHIPPING. Merchandise must be in original packing and on orders shipping direct, if you suspect damage upon delivery, please inspect at time of delivery and mark the bill of lading, " Damaged". Do not set aside for inspection at a later date. Physically inspect the delivery upon arrival. ACH payments preferred, accounting department can set up payment terms. Upon ordering, a deposit may be required. PLEASE NOTE THAT IF CREDIT CARD IS USED, 3% WILL BE ADDED TO INVOICE

Acceptance: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Project Grand Total: \$33,383.34



## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Award of Pour in Place Bids at Parsons & Baum School
<b>Initiated By:</b> Caleb Allen, Supervisor of Buildings and Grounds	<b>Attachments:</b> Bid Tabulation Dated September 11, 2024
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent, Floyd Bolt, (Interim) Director of Buildings and Grounds, and Dr. Michael Curry, Chief Operations Officer	

### **BACKGROUND INFORMATION:**

Installation of new playground structures and pour in place (PIP) surfacing remains with Parsons and Baum. Currently seven (Franklin, Hope, Muffley, South Shores, Montessori, Pershing & Johns Hill) of the nine are complete.

### **CURRENT CONSIDERATIONS:**

Maintenance staff are scheduled to install play structures at Parsons & Baum during the 2024-2025 summer. An outside contractor is needed to install the pour in place surfaces. Bids were solicited for the PIP and associated preparations. Two bids were received ranging from \$353,376 to \$364,397. The lowest responsible bid was Kinney Contractors with a bid of \$353,376.

### **FINANCIAL CONSIDERATIONS:**

These services will be paid out of Fund 60 – Capital Projects

### **STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education accept the quote from Kinney Contractors to install Pour in Place and associated preparations for the amount of \$353,376.00 as presented.

### **RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_



CONSULTING ENGINEERS 2900 N. MARTIN LUTHER KING JR. DRIVE, DECATUR, IL 62526  
PHONE: (217) 877-2100 FAX: (217) 877-4816

DECATUR PUBLIC SCHOOL DISTRICT #61  
101 W Cerro Gordo St, Decatur, IL 62523  
Decatur, Illinois



### Bid-Tab

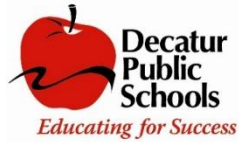
## DPS #61 – Playground Improvements (Parsons and Baum)

13 September 2024 at 10:00 AM

Location: Superintendent's Office – DPS #61

Name	<u>Bid Bond</u>	<u>Addendum No.</u>	<u>Base Bid Parsons</u>	<u>Alternate Bid Baum</u>		
A. Kinney Contractors	X	x <sup>1,2</sup>	176,688.00	176,688.00	Adulator Trust	
B. Entlers	X	x <sup>1,2</sup>	183,835.00	180,562.00	Perfect Trust	
C.						
D.						
E.						
F.						
G.						
H.						





## Board of Education Decatur Public School District #61

<b>Date:</b> May 27, 2025	<b>Subject:</b> Purchase and installation of a New building Intercom/Bell/Clock Paging System for Hope Academy
<b>Initiated By:</b> Floyd Bolt, Interim Director of Buildings and Grounds	<b>Attachments:</b> Quote from Bennet Electronic Service Company
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent and Dr. Michael Curry, Chief Operating Officer	

### **BACKGROUND INFORMATION:**

Hope Academy's Intercom/Bell/Clock Paging system is 20 years old and failing. The current system is discontinued and parts are no longer available, requiring the need for replacement.

### **CURRENT CONSIDERATIONS:**

The replacement building Intercom/Bell/Clock Paging system will operate all classroom-to-office communications, classroom clocks and bell schedules.

### **FINANCIAL CONSIDERATIONS:**

Purchase and installation of one new Intercom/Bell/Clock Paging system. Quote Total \$85,778.00.

### **STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the purchase of a Replacement Building Intercom /Bell/Clock Paging system for Hope Academy as presented.

### **RECOMMENDED ACTION:**

- ☒ Approval
- ☐ Information
- ☐ Discussion

**BOARD ACTION:**\_\_\_\_\_



**Bennett Electronic Service Co. Inc.**  
 7 Industrial Ct  
 Pontiac, Illinois 61764  
 United States  
[www.bennettelectronics.com](http://www.bennettelectronics.com)

**Valcom IP6000 Intercom  
 Rplmnt V3**

Quote Q-25-1262  
 Issued on May 5, 2025

**Client**  
 Hope Academy  
 (217) 410-8442

**Site Address**  
 955 North Illinois Street Macon County  
 Decatur, Illinois 62521  
 United States

**Prepared By**  
 Michael Corrigan  
[mike@desmail.com](mailto:mike@desmail.com)

**Products**

**Valcom Intercom**

AT & T	1
3 handset cordless phone system with caller ID/call waiting	
Compu-Link	12
5 ft Patch Cord CAT 6 White	
NETGEAR	1
16-Port Gigabit Ethernet High-Power Unmanaged PoE+ Switch with FlexPoE (183W) (North America and Latin America)	
System Installation Package	1
Tariff Surcharge	1
Valcom	1
6 Channel Amplifier, 2RU	
Valcom	6
12 Port 25-Volt / 45ohm Talkback Gateway	
Valcom	67
IP Normal Call-In Switch, Stainless w/ Inputs	
Valcom	1
IP6000 Applications Appliance with UPS	
Valcom	1
SIP Quad Port Network Audio GW	

Valcom	1
Quad Network Station (4 FXS) Ports	
Valcom	1
Administrative Telephone	
Windy City Wire	250
23 AWG 4 Pair Bare Copper, Non-Shielded Non-Plenum Rated Category 6 White-Green/Green, White-Brown/Brown	

## Clock Synchronization

Clock correction for Analog, wired clocks.

Valcom	1
IP Master Clock Controller	

## Wired Clocks

Furnish and install new clocks. Assumes reuse of existing field cabling.

Basic Installation Package	1
Sapling	79
12-in, wired, analog Classroom Clock; 24V	
Sapling	28
16-in, wired, analog Clock; 24V	
Tariff Surcharge	1

Pricing shown is for the supply and installation of the equipment required to provide a replacement Valcom IP6000 Intercom system. Pricing includes Communications Server with UPS, 3-handset Cordless Phone Kit for system access, Network Audio I/O gateways, 25V Talkback gateways, Administrative Console for Principal's Office, and replacement Classroom Call Switches. Pricing assumes reuse of existing Equipment Rack, Hallway and Classroom Speakers, and associated Field Cabling.

Pricing also includes replacement Analog, 12 and 16-in, wired Lock for all locations per Customer-provided counts.

Customer to provide required IP Addresses, PoE Switch Ports and LAN connectivity for networked equipment. Existing clock power supplies to be re-used with new clocks.

All BES Installation Labor and End User training to be conducted during normal business hours.  
Any 120vac service that may be required is not included within this proposal and must be provided by Others.

Quote valid for 60 days.

Valcom Intercom	\$53,998.00
-----------------	-------------

Clock Synchronization	\$2,370.00
-----------------------	------------

Clock correction for Analog, wired clocks.

Wired Clocks	\$29,410.00
--------------	-------------

Furnish and install new clocks. Assumes reuse of existing field cabling.

<b>Total Price</b>	<b>\$85,778.00</b>
--------------------	--------------------

---

Signature

Date