

DECATUR PUBLIC SCHOOL DISTRICT #61  
BOARD OF EDUCATION  
AGENDA

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

May 28, 2024  
5:00 PM Open Session  
Closed Session Immediately Following  
6:30 PM Open Session Reconvened

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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**

**CALL FOR EXECUTIVE SESSION**

The Board of Education will meet in Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, and collective negotiating matters between the Board and representatives of its employees.

Roll Call

**IO 2.0 PLEDGE OF ALLEGIANCE**

**AI 3.0 APPROVAL OF AGENDA MAY 28, 2024**

**IO 4.0 DISTRICT HIGHLIGHTS**

- IPA Outstanding Student and School Citizen
- Dennis Lab School

**IO 5.0 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 6.0 BOARD COMMITTEE REPORTS**

- Finance Committee Update

**BOARD DISCUSSION**

**IO 7.0 REPORTS FROM ADMINISTRATION**

- A. Update on Structural Analysis from Klingner and Associates
- B. Resolution on Racism Update

**AI 8.0 CONSENT ITEMS**

- A. Minutes: Open/Closed Meetings May 14, 2024
- B. Illinois Association of School Boards (IASB) 2024-2025 Membership Dues
- C. Financial Conditions Report
- D. Treasurer's Report
- E. Job Description:
  - a. Student Transition Room Assistant (update)
- F. Network Server Random Access Memory (RAM)

**AI 9.0 ROLL CALL ACTION ITEMS**

- A. Ratification of a two-day suspension without pay for a Macon-Piatt Special Education District Paraprofessional Please note the MPSED executive board voted on this item at the May 16, 2024 meeting
- B. Personnel Action Items
- C. Employment of a Principal at Stephen Decatur Middle School
- D. Teacher Vacancy Grant Stipend for Certified Staff
- E. School Resource Officer (SRO) Agreement (updated)
- F. Student Code of Conduct and Parent Handbook for the 2024-2025 School Year
- G. Request for Proposal for Food Service
- H. Consolidated District Plan
- I. Hope Academy Building Automation System (BAS) Upgrade
- J. Tyler Technology Fiscal Suite Renewal for FY25
- K. Safety and Security Mobile Security Trailer (MSU)

**IO 10.0 ANNOUNCEMENTS**

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

Kathy Lange, who passed away Wednesday, May 15, 2024. Mrs. Lange was the mother of Amy Wagner, Aramark Food Service General Manager.

**IO 11.0 IMPORTANT DATES**

**May** 27 Memorial Day Holiday

– **District Offices are Closed**

**28 Last Day of School Attendance for PreK – 12**

**June** **18 Last Day of School Attendance for Dennis Lab School**

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 10, 2024 through August 02, 2024. The Keil Building will be CLOSED to the public EVERY FRIDAY from June 10, 2024 through August 02, 2024. The Keil Building will re-open on Fridays to the public on Monday, August 05, 2024.

**NEXT MEETING**

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, June 11, 2024 at the Keil Administration Building.

**AI 12.0 ADJOURNMENT**



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# Resolution on Racism Update:

## Diversity, Equity, and Inclusion

Jeff Dase, Assistant Superintendent of  
Diversity, Equity, and Inclusion

Presented on September 12, 2023  
Presented on May 28, 2024





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**District Diversity, Equity and Inclusion (DEI) Team**

**Alicia Alves - Hope Academy**

**Elizabeth Brooks - Eisenhower High School**

**Sherrri Carroll - Keil Administration Building**

**Jaci Cecil - Parson Elementary School**

**Jackalyn Creason - Baum Elementary School**

**Paree Evans - Hope Academy**

**Jacqueline Faulkner - Baum Elementary School**

**Rebecca Harmon - Johns Hill Magnet School**

**Tenia Jones-Ray - MacArthur High School**

**Ron Lybarger - Eisenhower High School**

**Tryis McPike - Eisenhower High School**

**Megan Meyrick - American Dreamer STEM Academy**

**Amanda Seider - Eisenhower High School**

**Kevin Townes - Dennis Lab School**

**Thurston Wiggins - MacArthur High School**

**Phillip Worthey - Hope Academy**

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## **School-Based Diversity, Equity and Inclusion (DEI) Teams**

**Hope Academy - DEI Team**

**Eisenhower High School - Multicultural Club**

**Parson Elementary School**

**Baum Elementary School**

**Johns Hill Magnet School - Student DEI Club**

**Johns Hill Magnet School - Adult DEI Team**

**MacArthur High School - Unity Club**

**American Dreamer STEM Academy**

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## **2023 - 2024 Diversity and Inclusion Engagement Events**

<b>Semester 1 (Aug. - Dec.)</b>	<b>40 Reported</b>
<b>Semester 2 (Jan. - May)</b>	<b>29 Reported (as of May 1st)</b>
<b>Current Total (as of May 1st)</b>	<b>69 Reported (as of May 1st)</b>

### **Special Recognition:**

**Hope Academy - Alicia Alves - DEI Team**

**Johns Hill Magnet School - Rebecca Harmon - DEI Teams**



# SECTION I

The Board hereby declares that racism is a public health crisis that negatively impacts our students, our families, our community, and our staff; the

Board hereby declares its commitment to **establishing, supporting, and sustaining a culture of anti-racism districtwide.**

## 1ST CLASS EDUCATOR

Scope of work =  
Developing,  
implementing and  
monitoring equitable,  
inclusive and  
culturally responsive  
practices

- Continuing equity professional development
- Individual schools sustaining equity work after initial services
- 100% of principals submitted Equity Plans
- Teachers engaged in Equity Commitment Goals work
- Cultural Clubs established at several DPS schools
- Annual Culturally Responsive Building Walks and Assessments

## PARTNERSHIPS WITH COMMUNITY VENDORS

- ALB Artwork = Art therapy for black males
- Collaborative sessions with community groups (i.e., Real Talk on Race)
- United Way DEI Quiz Challenge
- 21-Day Racial Equity Challenge



# SECTION I

The Board hereby declares that racism is a public health crisis that negatively impacts our students, our families, our community, and our staff; the

Board hereby declares its commitment to **establishing, supporting, and sustaining a culture of anti-racism districtwide.**

<b>ANNUAL SUMMIT</b>	Black Male Summit developed and implemented at several DPS schools
<b>FOCUS AREAS</b>	<ul style="list-style-type: none"><li>• Illinois Instructional Requirements aligned to historical and current ethnicity groups contributions</li><li>• Multicultural dates and days recognition throughout the calendar year</li><li>• Development of DEI Learning Walks with a focus on demographic representation</li></ul>
<b>INTERNAL PROCESSES</b>	<ul style="list-style-type: none"><li>• DEI Request Form</li><li>• Bias Reporting Form adjustment and access</li><li>• DEI Hiring Questions for all applicants</li></ul>



# SECTION II

The Board directs its Board Policy Committee, in collaboration with student ambassadors and members/graduates of the DPS Parent Leadership Training Institute (PLTI), to **develop a racial equity policy to guide our district's equity work** in an effort to reduce the effects of racism on our Black, Latinx and other marginalized students, families, staff, and community.

## Policy 6:10 Educational Philosophy and Objectives



# SECTION II

The Board directs its Board Policy Committee, in collaboration with student ambassadors and members/graduates of the DPS Parent Leadership Training Institute (PLTI), to **develop a racial equity policy to guide our district's equity work** in an effort to reduce the effects of racism on our Black, Latinx and other marginalized students, families, staff, and community.

## DPS Equity Statement

**Decatur Public Schools is committed to fostering equity, excellence, and the holistic development of students, while also recognizing and valuing the diverse backgrounds of our staff and stakeholders. We strongly believe in and are committed to fostering diversity, inclusiveness, as well as a wide range of perspectives and experiences within Decatur Public Schools District 61.**

- **DPS DEI Team Members & Superintendent of Schools**



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# SECTION III

Representatives of the DPS Teaching and Learning Team, along with member(s) of the Board, will **develop or revise policies and protocols that integrate additional racially and culturally relevant content, along with anti-racism instruction, into the curriculum.** Additionally, this team will **bring forward recommendations around the implementation of an aligned, culturally responsive social-emotional learning curriculum.**

## CURRICULUM & CONTENT

- Purchase of racially and culturally relevant texts in all DPS libraries
- Assessment of racially and culturally relevant content in program adoption textbooks and resources
- Focus on Illinois Instructional Requirements aligned to historical and current ethnicity and underrepresented groups' contributions

## 7 MINDSETS

Social-Emotional Learning curriculum adopted district-wide

- Adoption of 7 Mindsets Culturally Responsive & "Flexible Content" Social-Emotional Learning Curriculum
- Included assessment of racially and culturally relevant content in 7 Mindsets Curriculum before adoption



# SECTION IV

The Board requests the Calendar Committee to **recognize Juneteenth as a district holiday** in the district calendar. The Board requests the Calendar Committee **recognize the second Monday in October as Indigenous Peoples Day**. Moving forward, the Board requests that the Calendar Committee reach out to various populations represented in our District to **ensure our calendar is inclusive of important cultural holidays** celebrated by our students, their families, our staff, and our community.

## ADDED DISTRICT HOLIDAYS

- Juneteenth recognized and celebrated as a district holiday each year on June 19
- Indigenous Peoples Day recognized and celebrated on the district calendar, this year October 9, 2023
  - Schools are encouraged to celebrate Indigenous Peoples and their contributions on Indigenous Peoples Day

## ENHANCED FOCUS ON CALENDAR DATES

- Focus on multicultural dates and days recognition throughout the calendar year
- Diversity & Inclusion dates and days added to Board of Education meeting packets + calendar on District website at [www.dps61.org/calendar](http://www.dps61.org/calendar)



# SECTION V

Representatives of the DPS Teaching and Learning Team, along with member(s) of the Board, will determine how to best **recognize and honor the lives and history of local and national Indigenous Peoples and the impact that history has had on their heritage within our curriculum**. Additionally, this team will seek to **strengthen Board policies around racist and offensive imagery** in our classrooms and school buildings.

## ADDED DISTRICT HOLIDAY

- Indigenous Peoples Day recognized and celebrated on the district calendar, this year October 9, 2023
  - Schools are encouraged to celebrate Indigenous Peoples and their contributions on Indigenous Peoples Day

## FOCUS AREAS & ASSESSMENT

- Focus on Illinois Instructional Requirements aligned to historical and current ethnicity and underrepresented groups contributions
- Development of DEI Learning Walks with a focus on demographic representation — directly aligns to addressing offensive imagery that may exist in our classrooms or school buildings



# SECTION VI

The Board directs the Superintendent or their designee(s) to **conduct expanded mandatory diversity and inclusion, equity, cultural relevancy, and implicit bias training**, to the extent it is not already being provided to district administration, teachers and staff (in accordance to their representative contracts) and all volunteers (including all members of the Board of Education), guest teachers, and pre-certified teachers who serve our students.

## TRAINING

- Implicit Bias Training was completed by District Leadership Team in 2021
- Mandatory Training for All Staff Members – Beginning 2023-2024 School Year
  - LGBTQIA+ Students – How to Provide Them a Safe, Supportive Educational Environment
  - **52% Completed**
  - Diversity, Equity, and Inclusion (DEI) for School Staff
  - **53% Completed**

## 1ST CLASS EDUCATOR

Scope of work =  
Developing,  
implementing and  
monitoring equitable,  
inclusive and  
culturally responsive  
practices

- Continuing Equity Professional Development
- Individual schools sustaining Equity work after initial services
- 100% of principals submitted Equity Plans
- Teachers engaged in Equity Commitment Goals work

# SECTION VII

The Board directs the Superintendent to **aggressively recruit and develop teachers and staff who reflect the diversity of our students.**

## **Since Resolution on Racism adopted on 8/4/2020 n= 178 DIVERSITY HIRES**

- 37 Teachers, including 26 substitutes
- 20 Teaching Assistants, including 1 substitute

- Black or African-American: 158
- Other, Two or More Races: 8
- Asian: 4
- Hispanic/Latino: 4
- American Indian or Native American: 3
- Undesignated/ Unknown: 1



# SECTION VII

The Board directs the Superintendent to **aggressively recruit and develop teachers and staff who reflect the diversity of our students.**

## **2023 - 2024 School Year Hires**

### **74 DIVERSITY HIRES**

- 27 Teachers, including 22 substitutes
- 9 Extended Day
- 8 Security
- 8 Schedule B
- 9 Teaching Assistants
- 4 Secretaries
- 3 Custodians
- 3 Administrators
- 1 Parent Liaison
- 2 Student Services

- Black or African-American: 65
- Other, Two or Moers Races: 2
- Asian: 2
- Hispanic/Latino: 0
- American Indian or Native American: 5
- Undesignated/ Unknown: 1

# SECTION VIII

The Board directs the Superintendent to prepare an **annual report to the Board that highlights successes inside and outside the classroom** and outlines challenges including: the number of complaints received from teachers, staff, parents, students or community members regarding racial bias, the status of the investigation and the general outcome of each complaint, while maintaining individual privacy and confidentiality.

**District Highlights Shared from  
100% of Schools & Programs**

**Complaints: 11 formal staff  
complaints - 11 unfounded**



# SECTION IX

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Representatives of the DPS Student Services Team, along with the Discipline Action Committee, and member(s) of the Board, will work directly with administrators, teachers, students, and families to provide a recommendation to the Board for a **revised discipline and safety system that protects the physical, mental, and social health of students and staff through a culturally responsive, restorative justice model** that prioritizes the goal of involving the Decatur Police Department only in emergent violent crises.

**Each completed annually by the Director of Student Services before the Student Code of Conduct and Parent Handbook updates are finalized.**

# SECTION X

The Board directs the Superintendent or their designee(s) to **publish student rights and responsibilities on every campus where School Resource Officers (SRO) are assigned and to increase training for teachers, principals, and administrators on their responsibilities to provide fair and equitable discipline that prioritizes the physical and mental health of all students and staff.**



# SECTION XI

The Board directs its Board Policy Committee to draft a policy that **establishes Employee Resource Groups (or, affinity groups) focused on intentionally supporting and improving retention, morale, professional growth, and opportunities for teachers and staff to collaborate in a supportive, affirming atmosphere.**

## DEI FOCUS

- Development of a District-Wide Diversity, Equity, and Inclusion (DEI) Team
- Development of School-Based Diversity, Equity, and Inclusion (DEI) Teams

## AFFINITY GROUPS

- Acquiring valuable insight from existing affinity groups (i.e., Gay Straight Alliance)
- Soliciting interest in other affinity groups



# SECTION VIII

The Board directs the DPS Teaching and Learning Team, along with the DPS Student Services Team, to **regularly report to the Board and make public (while maintaining individual student privacy and confidentiality) the educational outcomes of students of color** specific to curriculum, discipline, opportunities, and social climate.

**Inclusive Data Presentation  
completed annually**



## SECTION XIII

Be it hereby resolved that the Board expects policy recommendations, as outlined in this resolution.

### **ONGOING**

**Progress is a journey,  
not a destination.**

## SECTION XIV

It is hereby found and determined that all formal actions of the Board concerning and relating to the adoption of this resolution were adopted in an open meeting of the Board.

### **COMPLETED**

**Resolution on Racism adopted in an  
open meeting of the DPS Board of  
Education on August 4, 2020.**





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# THANK YOU!

## Questions?

Jeff Dase, Assistant Superintendent of  
Diversity, Equity, and Inclusion





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# APPENDIX

On April 3, 2024 DPS Teachers, Staff Members, Parents, Students, and Community Members were invited to complete the *2024 DPS DEI Survey*.

***Special Recognition: Franklin Grove & Muffley***

In the following section you will find the results as they were submitted.

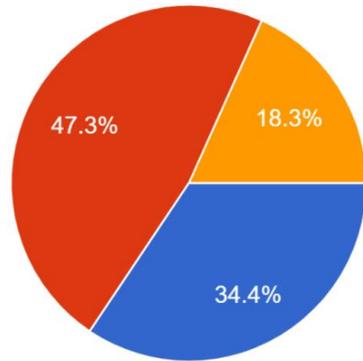


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## DIVERSITY

The presence of differences within a given setting. The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.



- ALWAYS - Contributes to raising awareness and consciousness about diversity; participates, support or lead activities that promote a district enviro...
- SOMETIMES - Contributes to raising awareness and consciousness about diversity; participates, support or lead activities that promote a district enviro...
- DOES NOT EVER - Contribute to raising awareness and consciousness about diversity; participate, support or...

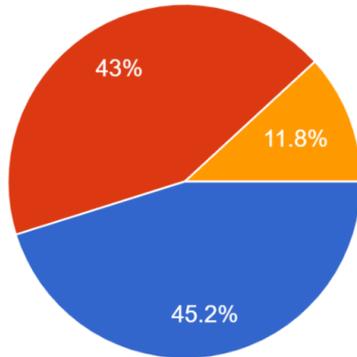


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## EQUITY

Ensuring fairness and providing equal possible outcomes for every individual.  
Providing equal access.



- ALWAYS - Core policies and practices indicate a prioritization of equity
- SOMETIMES - Core policies and practices indicate a prioritization of equity
- Core policies and practices DO NOT EVER indicate a prioritization of equity

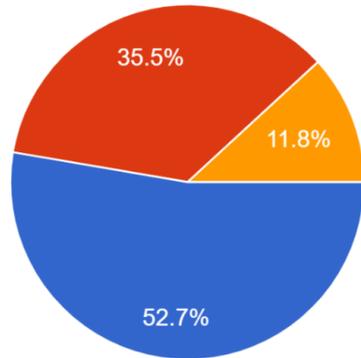


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## INCLUSION

The practice of making people feel a sense of belonging. The action or state of including or of being included within a group or structure.  
Foster a sense of value and empowerment.



- Contributes to fostering, creating, or sustaining a healthy culture deepening the collective appreciation for "ALL" people
- Contributes to fostering, creating, or sustaining a healthy culture deepening the collective appreciation for "SOME" people
- DOES NOT EVER contribute to fostering, creating, or sustaining a healthy culture deepening the collectiv...

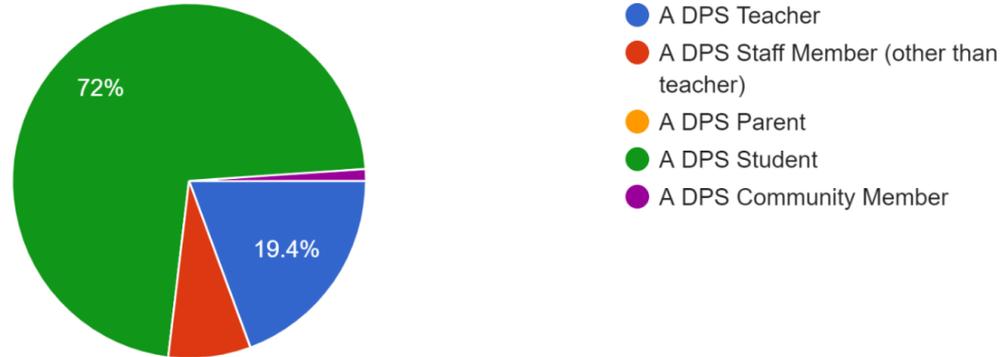


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## I AM:

A DPS Teacher, A DPS Staff member,  
A DPS Parent, A DPS Student,  
A DPS Community Member



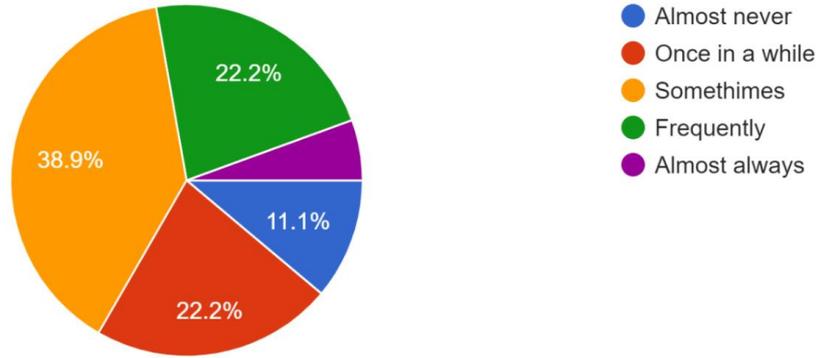


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## Questions for Teachers:

At your school, how often do you have equity-focused professional development opportunities?



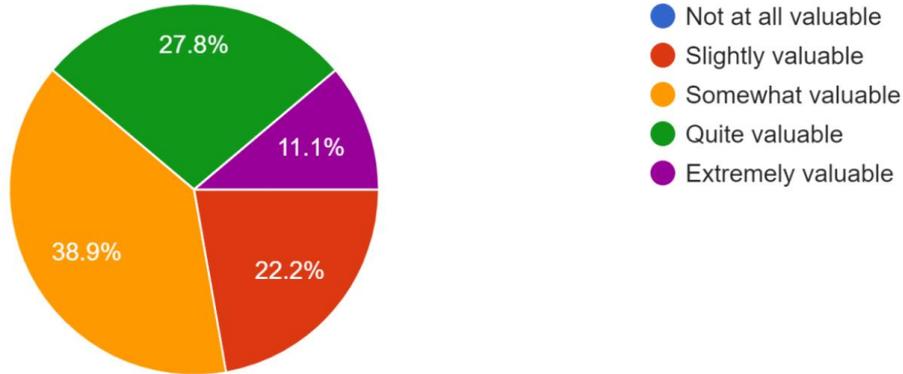


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## Questions for Teachers:

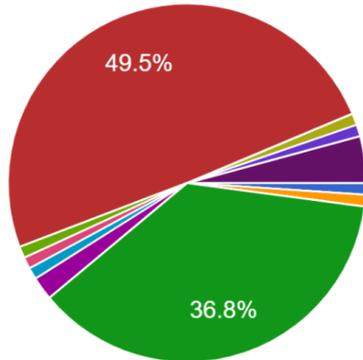
At your school, how valuable are the equity-focused professional development opportunities?





**At what school do you attend/work?**

(Page 1)

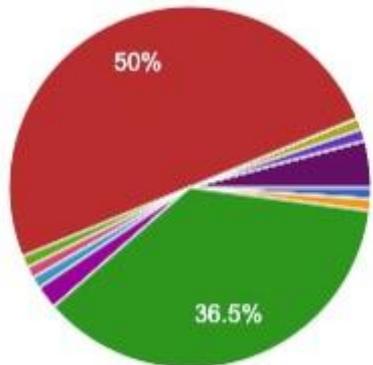


- American Dreamer STEM Adademy
- Baum Elementary
- Dennis Lab School
- Franklin Grove Elementary
- Alternative Education @ SDMS
- Hope Academy
- Johns Hill Magnet School
- Montessori Academy for Peace



**At what school do you attend/work?**

(Page 2)

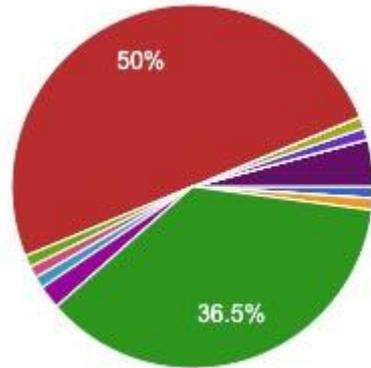


- Muffley Elementary
- Parsons Elementary
- Pershing Learning Academy
- South Shores Elementary
- Stephen Decatur Middle School
- Eisenhower High School
- MacArthur High School
- SELA



**At what school do you attend/work?**

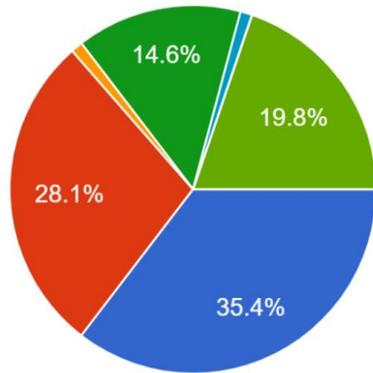
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Other



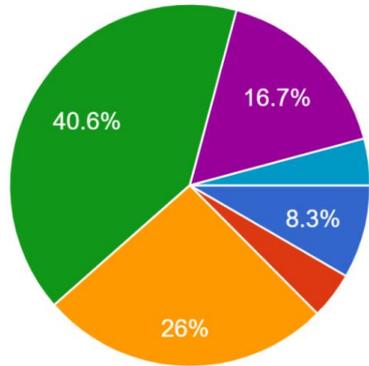
**What is your race or ethnicity?**



- African American
- Caucasian
- Hispanic/Latino
- Multi-Race
- Native Hawaiian or Pacific Islander
- Asian
- American Indian or Alaskan Native
- Other



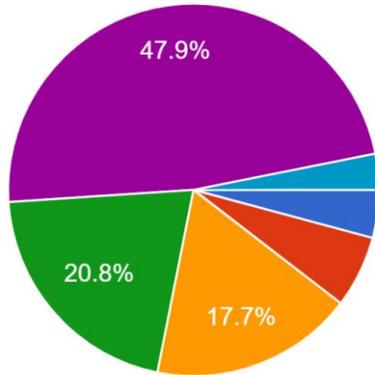
**How fairly do students at your school treat people from different races, ethnicities, or cultures?**



- Not at all fairly
- Slightly fairly
- Somewhat fairly
- Quite fairly
- Extremely fairly
- N/A (if not student or staff in a school building)



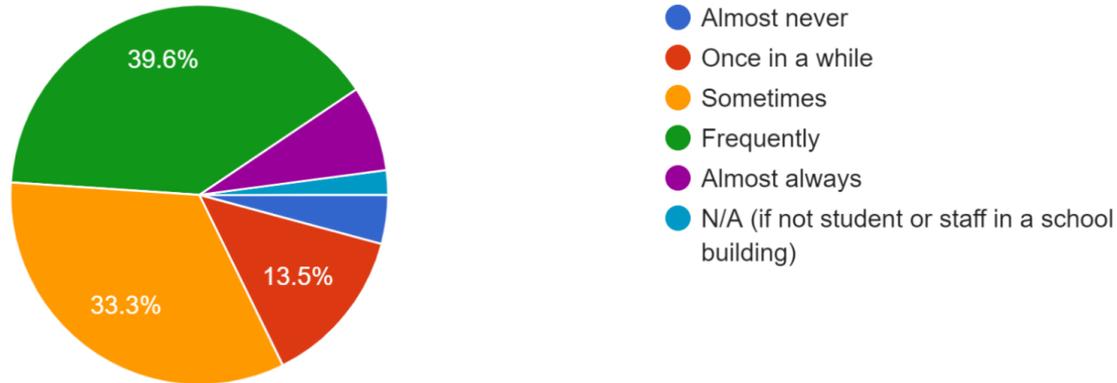
**How fairly do adults at your school treat people from different races, ethnicities, or cultures?**



- Not at all fairly
- Slightly fairly
- Somewhat fairly
- Quite fairly
- Extremely fairly
- N/A (if not student or staff in a school building)

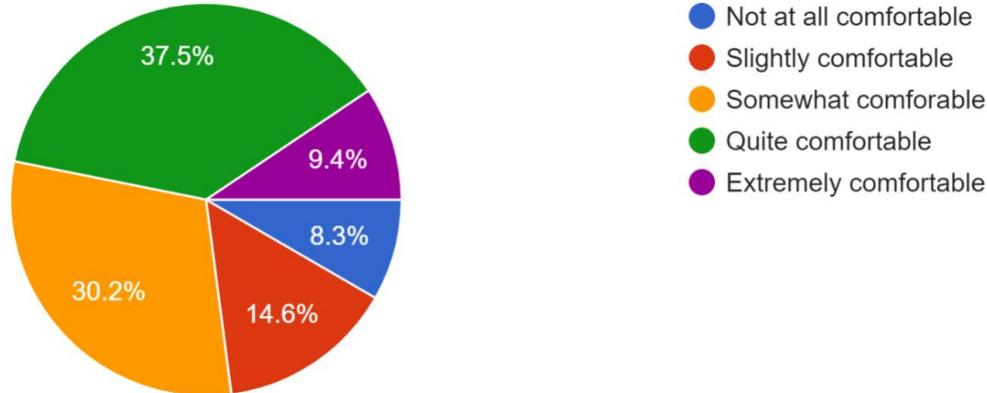


**How often do students learn about people from different races, ethnicities, or cultures?**





**How comfortable are you discussing race-related topics at your school and/or work location?**





**Open Response Question 1:**

**What do you wish others knew about your experiences of race, ethnicity, or culture at school/work?**

I wish anyone that born into and raised in a different way than me would learn about me (and others) with a clean slate and open mind. Then make a decision based on character.	Although I am in the “majority” as far as educators - white female - I have lived experience as a minority and I find DEI work to be of high importance within our district.
Don't look at me get to know me.	I studies (sp) abroad and student taught in two different countries on opposite sides of the world with completely different cultures, races, and ethnicities. Their take on education and the world we live in was very different, and I take those experiences and knowledge with me into my teaching.
Student have come up to me stating that they feel comfortable sharing something with me because I am not racist like their teacher.	



**Open Response Question 1:  
(continued)**

**What do you wish others knew about your experiences  
of race, ethnicity, or culture at school/work?**

Just because I'm white does not mean I've had an easy life. My family was on welfare for a while.

I wish white males understood the privilege they have had in American Society more fully so that they can become allies instead of complacent or adversaries.

I wish people knew my experiences with other cultures, races and ethnicity varies because I approach people with a willingness to learn and share.

I am white, I care deeply about all children and respect all students. My grandchildren are all mixed.

It's a pretty normal experience

Race doesn't mean nothing when learning.

I don't know, I don't think the others care honestly.

That I'm not only African-American my mom said that I'm Irish, German and caucasian.



**Open Response Question 1:  
(continued)**

**What do you wish others knew about your experiences  
of race, ethnicity, or culture at school/work?**

That there's more to the African American culture than a lot of people think.	That they knew more about African American culture and not basic things.
I don't know I'm just white.	To always be kind.
That you don't have to look at someone just because the race that they are.	There are some racist people that say some things and they don't apologize.
No I really don't wanna know	Always be kind and don't be rude
I don't know & don't got no experience	School could be worse sometimes
All most all of it.	My students are very accepting of each other.



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## Open Response Question 1: (continued)

**What do you wish others knew about your experiences  
of race, ethnicity, or culture at school/work?**

I think are school is good with this kind of stuff nobody cares about race, ethnicity, or culture. And we don't judge anybody on their race or culture.	Half of my people on my school about my people my skin color so nothing really.
School could be worse to be honest	We unlike Jews have santa
I'm white but got a black dad	I'm athletic
They already know most about my ethnicity.	At School it's sometimes nice.



## Open Response Question 2:

**How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?**

Help out with these things	Learn about each other
If a student or staff member is comfortable with the topic/discussion, the topic should be open for discussion in some format. This could provide a better understanding of why someone is “non-traditional”. Perhaps questions could be submitted to the teacher and answered weekly/monthly.	
Always being open to discussions, not dismissing a person’s experience, creating safe spaces for discussions to be held regularly	I would like more strategies and techniques on what to do when students say something is racist. In their eyes it clearly is, but why do they think this? How should it be addressed?
A quarterly newsletter that addressed current topics	Come into the classroom and give a mini lesson to my students.



**Open Response Question 2:  
(Continued)**

**How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?**

Make it meaningful. Making we complete videos and quizzes on these topics makes me resentful	We need more guest speakers who speak about the importance of equity and we all need more opportunities to build relationships with each other.
I don't see it as a big issue here. We're all one family. If anyone thinks I'm not confronting an issue fairly, I hope they'll let me know ASAP privately so I can improve.	By I mean if I was with friends we could get in a group and talk with one teacher I'm most comfortable with and talk about things we would want to discuss about our race's
More discussion is needed.	Post every subject on ipads
Talking to my mom	Treat everyone the same and fairly, regardless of race, color or gender.



**Open Response Question 2:  
(Continued)**

**How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?**

Having conversations with them	By more telling parents
Honestly, I know a lot of about race don't need second discussion	Make it a comfortable environmental place for people to not feel uncomfortable.
They can teach us more about cultures that we are curious about.	They teach me who to do my work
By help other students	Who is there food?
Be nice	They can teach students about it
They don't have to say nothing about your race	They have to be following the rules



**Open Response Question 2:  
(Continued)**

**How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?**

They can help by explaining things a little bit better so others like me can understand about race, culture, ethnicity	Continue with workshops, activities, and family involved activities within the schools.
We can help them by doing something for them	Be honest
Explain it	Actually listen
Nothing because I don't like to discuss with a partner	Bring it up more and educating people who dint know much
By having class discussions and teaching more about it	Be letting the Teachers do there job



**Open Response Question 2:  
(Continued)**

**How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?**

They can't I'm ok	That kids are tricky to get the truth out of.
By getting therapy classes so people can understand there	School leaders can teach students about different cultures, races, and ethnicity!
Give people a consequence every time they are racist.	Don't always believe people they lie easily
Makes people feel better	So they can get 1 consequences.
By helping them	They cant
Help other people feel better.	By doing different things to try



**Open Response Question 2:  
(Continued)**

**How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?**

How am I supposed to know if I don't know anyone.	Explain that no matter how you look you are still beautiful
I am already comfortable so not that much	Help out with these things
The leaders can teach you what they know about the race and educate you.	We can have a project on black history month or we could learn about another culture.
They could help by reading a passage about something telling it or a video	Talk to each other 1 on 1 to get a good understanding.
I don't have any if anybody says something about my race I bodyslam them.	They can help us learn by giving us student more homework to learn about more cultures and ethnicity.



**Decatur Public Schools**

*Educating for Success*

**Open Response Question 2:  
(Continued)**

**How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?**

Talk about it and discuss it and comfort them if there shy or uncomfortable.	Talk about it
A lil better	Teaching me more about it
By telling what to do when someone makes fun of my race.	Just not discuss it
We can make the white kids and black kids coexist with each other.	



**Open Response Question 3:**

**What is the most important thing that can be done to support individuals of different races, ethnicities, and cultures?**

Being respectful	Equality
Understand why some are “different” than you	An open, inclusive, welcoming environment
Learn from what makes us different, ask questions. Respect the answer.	Let their voice be heard, feel seen, and acknowledge their worth.
Making sure that staff and students are educated about different races, ethnicities, and cultures	Practicing empathy, you may not have walked in other shoes so you don’t know what they are going through but you should still show empathy towards them.
Tolerance	Include those in everyday



**Open Response Question 3:  
(Continued)**

**What is the most important thing that can be done to support individuals of different races, ethnicities, and cultures?**

Conversations, one on one or in small groups about racism and equality	Make sure that they know their race, ethnicity, and culture is valued.
Celebrate the differences	Respect them
Keep every body safe	Just be nice to others
Stop highlighting differences, and instead highlight, embrace and celebrate our commonalities.	To never be racist to other and treat people that are different race equally to other and be fair to people that are race.
Have special things for them	Treat them like anyone else



**Open Response Question 3:  
(Continued)**

**What is the most important thing that can be done to support individuals of different races, ethnicities, and cultures?**

We can treat everyone equally and make everyone feel comfortable.	Schools can talk about it and learn about cultures or different cities
Honestly I don't know	Make them feel comfortable
To stick together	Be nice
Being kind	Don't be mean to people and be nice
Treating people the same	Um honestly I don't know.
Tell to stop saying it because it no nice	People cheering



**Open Response Question 3:  
(Continued)**

**What is the most important thing that can be done to support individuals of different races, ethnicities, and cultures?**

By giving people who talk about there race great punishment or Suspending them	Don't make fun of other people who yo don't think is "normal"
Treat them fairly	Nothing
Don't Judge	Treat people how you want to be treated
I do not know How to help the different countries will races and cultures.	Continue welcoming and learning about the families of different ethnicities.
No excluding them from anything and making sure they're treated fairly	Not treating them any differently and not excluding them



**Open Response Question 3:  
(Continued)**

**What is the most important thing that can be done to support individuals of different races, ethnicities, and cultures?**

Supporting them	Always be kind no matter what they look like
By trying to bring some of there culture to them and make them feel comfortable with their new surroundings. Let them find out they are welcome.	I can research and learn about other people's race, ethnicity, and culture. I can also treat them with kindness.
Teach them about other cultures	To learn some things about what is and isn't okay in their culture.
If their angry I will calm them down	I don't know I'm 12
Teach them how to treat people fairly	Don't be rude



**Open Response Question 3:  
(Continued)**

**What is the most important thing that can be done to support individuals of different races, ethnicities, and cultures?**

Treat them no different than you.	Treat them the same as you.
By show other people that just because your a different race that does not mean that you can be a different person.	Tell them that no matter what people say about your race, ethnicity's, or religion you are beautiful and smart.
We can just treat everybody the same way and make them belong	You can help different people fit in and to let them know that there not different
Treating them more fairly to be honest.	Um don't make fun of different races
Being treated as normal people	Couraging others but it doesn't really matter.



**Open Response Question 3:  
(Continued)**

**What is the most important thing that can be done to support individuals of different races, ethnicities, and cultures?**

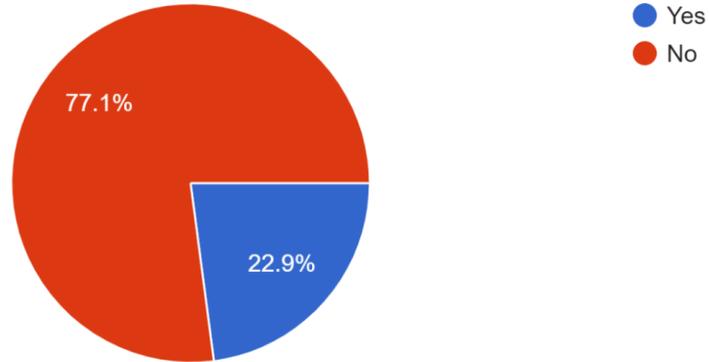
Don't say a lie about them	Just don't be mean
Motivate you to stand up for your ethnicities and your culture.	Support the way they are even if they are different you should be friends with them even tho you are different colors or different in general
Free lunches	No more race harm
Not being racist	Do mor cultural events to help people fit in.
I don't know I'm just a kid	



# Decatur Public Schools

*Educating for Success*

**Are you interested in being a member of the DPS DEI Team?**





## Additional Comments:

I know there is no quick fix to this, but I do feel that LEARNING about other cultures religions, lifestyles, is a good start.

Parent need to become responsible for their minor children's actions

Every school should be fair to all students

Thank you for the survey

I would love to be a part of the DPS DEI team because I want students to be treated equally.

I think we shouldn't have a bathroom room schedule including that we're 6th graders/ middle schoolers and get treated like middle schoolers and treated fairly because I think there's know world with racism and hate going around and I think should have real food and we'll cooked. Also we should have a tighter security's around the school because we have littles in the school. And I don't think people should be getting expelled from school all it's doing is stopping people from learning if the new generation don't learn how we gonna have a better future. Suspended is good enough and homeschooling should be available for people who should be expelled or homeschoolers who been home school all they life.



**Additional Comments:**  
**(Continued)**

Everybody is beautiful just they there are.	I have anger issues I never went to anger management Class and I'm Asian and black
Loved it good questions.	Don't always believe kids they lie
Every school should be fair to all students	I'm Indian and African



## Board of Education Decatur Public School District

<b>Date:</b> May 28, 2024	<b>Subject:</b> Illinois Association of School Boards (IASB) 2024-2025 School Year Membership Dues
<b>Initiated By:</b> Melissa Bradford, Board Secretary	<b>Attachments:</b> IASB Invoice
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

### **BACKGROUND INFORMATION:**

Decatur Public Schools has been a member of the Illinois Association of School Boards (IASB) for many years. This membership provides many services for its members such as their website (including a news blog, videos, Facebook posts and Twitter feeds) print publications (including the Illinois School Board Journal), lobbying, consultations with staff and a reduced fee for service programs such as executive searches, policy services, in-district and regional workshops and the annual conference. IASB also provides many workshops and mandatory trainings for school boards and superintendent's secretaries.

In addition, IASB provides the Policy Reference Education Subscription Service, which is known as PRESS. This resource is used by school districts to help access current policies and procedures along with any additions and/or deletions that would affect your students and staff. It also provides the legal references and rationale that supports them. Our District is using this feature extensively in order to maintain updates to all of our Board of Education Policies and Procedures, which in turn, helps make sure our policy implementation is professional and legal.

### **CURRENT CONSIDERATIONS:**

A school district's dues increase only if its enrollment increases beyond its range or if the district's operating expenses goes up. IASB limits the dues increase by capping the increase each year. The Board is requested to renew its membership for the 2024-2025 in the amount of \$13,488.00.

### **FINANCIAL CONSIDERATIONS:**

The membership dues are \$13,488.00 for 2024-2025 and are budgeted in the Board of Education Membership Dues line item.

### **STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve continuation of its membership in the amount of \$13,488.00 with the Illinois Association of School Boards (IASB) for the 2024-2025 Fiscal Year as presented.

### **RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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

**Remit Payment To:**

Illinois Association of School Boards  
2921 Baker Drive  
Springfield, Illinois 62703-5929

**Amount Due** \$13,488.00



**Bill To:**

Customer #: 550610  
Invoice #: 436328  
Decatur SD 61  
Attn: Accounts Payable  
101 W Cerro Gordo St  
Decatur, IL 62523-1001

Select Payment Method	
<input type="checkbox"/>	Check Enclosed      Check Number _____
If you wish to use another form of payment, please contact IASB at (217) 528-9688, ext. 1145. Please note that due to processing fees, payment via credit card will incur an additional 3% transaction fee.	

PLEASE DETACH AND REMIT WITH YOUR PAYMENT



2921 Baker Drive  
Springfield, Illinois 62703-5929  
(217) 528-9688  
Fax: (217) 528-2831  
FEIN: 31-1540788

Customer #: 550610

**BILL TO**

Decatur SD 61  
Attn: Accounts Payable  
101 W Cerro Gordo St  
Decatur, IL 62523-1001

**INVOICE**

Invoice #: 436328  
Invoice Date: 05/09/2024  
PO #:

**DUE UPON RECEIPT**

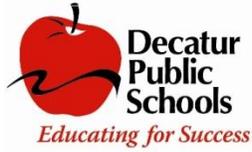
**SHIP TO**

Decatur SD 61  
101 W Cerro Gordo St  
Decatur, IL 62523-1001

Description	Quantity	Price	Discount	Amount
IASB Active Membership Dues	1	\$13,488.00	\$0.00	\$13,488.00

Invoice Total	\$13,488.00
Taxes	\$0.00
Amount Paid	\$0.00
<b>PLEASE PAY</b>	<b>\$13,488.00</b>

ACCOUNTS  
MAY 21 2024  
PAYABLE



## Board of Education Decatur Public School District 61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Monthly Financial Conditions Report
<b>Initiated By:</b> Dr. Mike Curry, Chief Operational 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 FY24, the Macon-Piatt Special Education District has expended 72.31% of its overall budget; Decatur 61 has expended 66.92% of its overall budget.

As of May 16, 2024, the State Comptroller is holding FY24 ISBE vouchers in the amount of \$2,929,290.52 of which \$2,731,852 is associated with Evidence-Based Funding.

**FINANCIAL CONSIDERATIONS:**

n/a

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the Monthly Financial Conditions Report as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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

**2023-2024 Decatur Public S.D. #61  
Fund Balance Summary -April 30, 2024**

<b><u>Fund</u></b>	<b><u>Fund Balance 07/01/23</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 04/30/24</u></b>	<b><u>Tentative Balance 06/30/24</u></b>
<b>DISTRICT # 61</b>							
<b>Education</b>	\$32,361,590	\$109,056,590	\$98,047,470	\$11,009,120	\$0	<b>\$43,370,710</b>	<b>\$ 31,755,748</b>
<b>Operation &amp; Maintenance</b>	\$2,003,708	\$6,453,419	\$6,318,233	\$135,187	\$0	<b>\$2,138,895</b>	<b>\$ 1,421,517</b>
<b>Debt Service</b>	\$8,362,339	\$8,992,402	\$5,822,059	\$3,170,344	\$0	<b>\$11,532,683</b>	<b>\$ 10,102,526</b>
<b>Transportation</b>	\$1,867,643	\$7,307,094	\$5,717,921	\$1,589,173	\$0	<b>\$3,456,816</b>	<b>\$ 1,765,832</b>
<b>IMRF</b>	\$427,852	\$4,665,081	\$1,525,991	\$3,139,090	\$0	<b>\$3,566,942</b>	<b>\$ 2,466,441</b>
<b>Social Security/Medicare</b>	\$340,475	\$2,578,872	\$1,784,344	\$794,528	\$0	<b>\$1,135,003</b>	<b>\$ 244,278</b>
<b>Capital Projects Fund</b>	\$9,140,838	\$1,665,259	\$5,560,566	(\$3,895,306)	\$0	<b>\$5,245,532</b>	<b>\$ 4,295,739</b>
<b>Working Cash</b>	\$6,661,177	\$575,517	\$1,925,000	(\$1,349,483)	\$0	<b>\$5,311,694</b>	<b>\$ 5,391,957</b>
<b>Tort Immunity/Judgment</b>	\$5,219,246	\$3,136,315	\$2,856,696	\$279,620	\$0	<b>\$5,498,866</b>	<b>\$ 4,304,449</b>
<b>Fire Prevention/Safety</b>	\$3,039,779	\$450,954	\$1,541,328	(\$1,090,374)	\$0	<b>\$1,949,406</b>	<b>\$ 1,885,689</b>
<b>Totals District 61</b>	<b>\$69,424,648</b>	<b>\$144,881,505</b>	<b>\$131,099,606</b>	<b>\$13,781,899</b>	<b>\$0</b>	<b>\$83,206,546</b>	<b>\$ 63,634,177</b>
<b>Macon-Piatt Special Ed District</b>	<b>\$7,445,942</b>	<b>\$15,601,546</b>	<b>\$14,360,926</b>	<b>\$1,240,620</b>	<b>\$0</b>	<b>\$8,686,561</b>	<b>\$ 6,702,903</b>

**Macon-Piatt Special Education District**  
**Report Date: April 2024**  
**Financial Condition as of April 30, 2024**

**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 Operation &	19,118,498	15,601,546	81.60%
22	Maintenance	-		0.00%
42	Transportation	-		0.00%
52	IMRF	-		0.00%
	IMRF	<u>19,118,498</u>	<u>15,601,546</u>	<u>81.60%</u>

**Expenditures**

12	Education Operation &	17,982,473	13,269,068	73.79%
22	Maintenance	384,820	323,522	84.07%
42	Transportation	21,750	7,006	32.21%
52	IMRF	<u>1,472,494</u>	<u>761,330</u>	<u>51.70%</u>
	Total Expenditures	<u>19,861,537</u>	<u>14,360,926</u>	<u>72.31%</u>

**Net Cash**

Total Revenues	19,118,498	15,601,546	81.60%
Total Expenditures	<u>19,861,537</u>	<u>14,360,926</u>	72.31%
Net Cash	<u>(743,039)</u>	<u>1,240,620</u>	

**Fund Balances**

	<b>Actual</b>
12 Education	<u>8,686,561</u>

**Decatur Public School District #61**  
**Report Date: April 2024**  
**Financial Condition as of April 30, 2024**

**Percent of year passed: 83%**

	<b>Revenues</b>	<b>Budget</b>	<b>Pre Audit Y-T-D</b>	<b>Percent Received/Used</b>	<b>FY 23 Percent Received/Used As Of 6/30/23</b>
10	Education	153,155,690	109,056,590	71.21%	79.78%
20	Operation & Maintenance	7,358,000	6,453,419	87.71%	99.65%
30	Debt Service	9,014,140	8,992,402	99.76%	121.13%
40	Transportation	6,620,891	7,307,094	110.36%	128.68%
50	IMRF	4,556,000	4,665,081	102.39%	137.51%
51	Social Security	2,506,200	2,578,872	102.90%	99.05%
60	Capital Projects	3,130,000	1,665,259	53.20%	74.58%
70	Working Cash	480,780	575,517	119.70%	136.28%
80	Tort Immunity/Judgment	2,909,000	3,136,315	107.81%	101.51%
90	Fire Prevention/Safety	390,581	450,954	115.46%	121.67%
	<b>Total Revenues</b>	<b>190,121,282</b>	<b>144,881,505</b>	<b>76.20%</b>	<b>84.72%</b>

**Expenditures**

10	Education	153,761,532	98,047,470	63.77%	74.09%
20	Operation & Maintenance	7,940,191	6,318,233	79.57%	97.87%
30	Debt Service	7,273,953	5,822,059	80.04%	101.13%
40	Transportation	6,722,702	5,717,921	85.05%	109.20%
50	IMRF	2,517,411	1,525,991	60.62%	112.52%
51	Social Security	2,602,397	1,784,344	68.57%	109.16%
60	Capital Projects	7,975,099	5,560,566	69.72%	68.61%
70	Working Cash	1,750,000	1,925,000	110.00%	0.00%

80	Tort Immunity/Judgment	3,823,797	2,856,696	74.71%	107.83%
90	Fire Prevention/Safety	<u>1,544,671</u>	<u>1,541,328</u>	99.78%	55.86%
	Total Expenditures	<u>195,911,753</u>	<u>131,099,606</u>	66.92%	78.22%

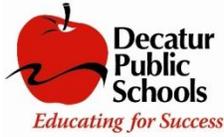
**Net Cash**

Total Revenues	190,121,282	144,881,505	76.20%
Total Expenditures	<u>195,911,753</u>	<u>131,099,606</u>	66.92%
Net Cash	<u>(5,790,471)</u>	<u>13,781,899</u>	

**Fund Balances**

**Actual**

10	Education	43,370,710
20	Operation & Maintenance	2,138,895
30	Debt Service	11,532,683
40	Transportation	3,456,816
50	IMRF	3,566,942
51	Social Security	1,135,003
60	Capital Projects	5,245,532
70	Working Cash	5,311,694
80	Tort Immunity/Judgment	5,498,866
90	Fire Prevention/Safety	<u>1,949,406</u>
	Total Funds	<u>83,206,546</u>



**Board of Education  
Decatur Public School District #61**

<b>Date:</b> May 28, 2024	<b>Subject:</b> Treasurer's Report
<b>Initiated By:</b> Dr. Mike Curry, Chief Operational Officer	<b>Attachments:</b> Treasurer's Report – April 2024
<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, 2024.

**CURRENT CONSIDERATIONS:**

N/A

**FINANCIAL CONSIDERATIONS:**

N/A

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the Treasurer's Report for April 2024 as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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

**DECATUR PUBLIC SCHOOL DISTRICT #61**  
**UNAUDITED TREASURER'S REPORT**  
**April 2024**

	Cash/Investments as of 03/31/24	Receipts	Disbursements	Change/Interest	Cash/Investments as of 04/30/24
Education	49,176,807.62	11,984,817.74	13,583,632.89	1261.91	47,579,254.38
Operations & Mainten	2,802,427.93	20,543.86	673,685.64		2,149,286.15
Debt Service	11,509,106.51	81,788.22	0.00		11,590,894.73
Transportation	1,850,832.00	1,989,674.88	583,124.35		3,257,382.53
IMRF	2,825,396.60	862,853.45	113,706.48		3,574,543.57
Social Security	1,304,650.22	9,876.28	172,768.82		1,141,757.68
Capital Projects	4,987,873.51	546,885.07	260,537.98		5,274,220.60
Working Cash	5,302,910.18	39,358.58	0.00		5,342,268.76
Tort/Judgment Immun	5,385,326.07	41,359.94	190,703.51		5,235,982.50
Fire Prevention & Saf	1,768,132.01	190,708.46	176.40		1,958,664.07
Macon-Piatt Special E	9,070,968.82	1,356,885.76	1,713,027.70		8,714,826.88
Activities	566,992.17	44,944.62	31,799.80		580,136.99
	<u>96,551,423.64</u>	<u>17,169,696.86</u>	<u>17,323,163.57</u>	<u>1,261.91</u>	<u>96,399,218.84</u>

Dr. Mike Curry

05/10/24



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Job Description Student Transition Room Assistant
<b>Initiated By:</b> Eldon Conn, Director of Student Services	<b>Attachments:</b> Job Description Student Transition Room Assistant
<b>Reviewed By:</b> Dr. Rochelle I. Clark, Superintendent Monica L. Wilks, Director of Human Resources, and Deanne S. Hillman, Interim Director of Human Recourses	

**BACKGROUND INFORMATION:**

Human Resources staff and administrators are updating job descriptions for compliance with State and Federal Laws, District Policies and Agreements; and the alignment of the descriptions with the essential duties and expectations of the positions.

**CURRENT CONSIDERATIONS:**

The below job description was updated to align the responsibilities and duties with the expectations of the position.

**Student Transition Room Assistant**

**FINANCIAL CONSIDERATIONS:**

This position is within current budget.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve this job description as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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

**TITLE:** Student Transition Room Assistant

**QUALIFICATIONS:**

- Minimum of 60 hours of college credit.
- Positive interpersonal skills and the ability to relate well with staff, parents, community members, and students.
- Ability to function effectively as a member of the school team.
- Able to demonstrate effective behavior management techniques and interventions.
- Experience with restorative justice practices preferred.

**REPORTS TO:** Building Administration

**JOB GOAL:** To help students regulate their emotions/behavior, return to the learning environment and transition to and from alternative placement.

**PERFORMANCE RESPONSIBILITIES:**

(The following are the essential fundamentals to include but not limited to the following job duties.)

1. Assists students with assignments, and/or other tasks assigned.
2. Continually supervises students to ensure a safe, non-threatening, nurturing environment where students can thrive.
3. Escorts students to and from locations.
4. Establishes constructive relationships with students and interacts with them according to individual needs.
5. Provides feedback to teachers and/or administrators on students' progress while in the transition room.
6. Promotes the inclusion and acceptance of all students.
7. Promotes good student behavior, dealing promptly with conflict and incidents in line with established policies and encourages students to take responsibility for their own behavior.
8. Supports restorative justice practices, Ripples Effect, and/or other building practices/interventions.
9. Assists students in actively working on strategies to de-escalate, self-regulate emotions.
10. Assists with the development and implementation of peace circles/peer mediation.
11. Documents student behavior and interventions, which may include restitutions made by students, on/off task behaviors, work completion, etc.
12. Attends meetings or trainings as required, with emphasis on trauma-informed and restorative justice practices, as well as social emotional learning.
13. Maintains an ongoing log of students entering and exiting the transition room for data collection purposes.
14. Fosters relationships with parents and family, volunteers, and other caring-adult mentors and program supporters in the community.
15. Professionally interacts with students, staff and the public.

Approved by BOE 6/26/18

**UPDATED – PENDING BOE APPROVAL 5.28.24**

### **TERMS OF EMPLOYMENT:**

Wages, hours, terms and conditions of employment pursuant to negotiated agreement.

### **EVALUATION:**

Performance of this job will be evaluated in accordance with provisions set forth in the collective bargaining agreement

### **PHYSICAL DEMANDS:**

Handle work which deals mostly with people, objects, equipment in a general setting; depth perception and field of vision are important. Employee regularly is required to bend, stoop, twist, turn, reach, lift (up to 50 pounds), carry, pull, push, climb, and kneel; walking and standing approximately 50-75% of each shift. Employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative; ability to differentiate tones and volumes in conversation.

### **MENTAL DEMANDS:**

The assistant must ensure that children are supervised at all times, and that children are involved in safe and appropriate activities. There may be a number of situations happening at once, and the assistant must be prepared to handle accidents and emergencies at any time.

### **WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

*Decatur Public Schools is an equal employment opportunity employer with an affirmative action plan.*



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Network Server Random Access Memory (RAM)
<b>Initiated By:</b> Maurice Payne, Director of Information Technology	<b>Attachments:</b> Network Server Random Access Memory (RAM)
<b>Reviewed By:</b> Dr. Jay Marino, Assistant Superintendent of Support Services, and Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

The Cisco Unified Computing System (UCS) runs all technology systems for the DPS network. The Nimble Storage Array provides mass data storage for the UCS and all virtual server storage for the DPS Network.

**CURRENT CONSIDERATIONS:**

As we continue to upgrade and migrate virtual servers to the new UCS, there is a need to upgrade the Random Access Memory (RAM). Having more RAM ensures the UCS will run efficiently and handle all the computing needs for district servers.

**FINANCIAL CONSIDERATIONS:**

The cost of the RAM is \$26,635.20 and would be paid from the FY24 Information Technology budget.

**STAFF RECOMMENDATION:**

The Administration respectfully requests the Board of Education approve the Network Server Random Access Memory (RAM) purchase, as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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

**TO:** Decatur Public School District 61  
Maurice Payne  
101 W Cerro Gordo St  
Decatur, IL 62523  
  
mpayne@dps61.org  
(p) 2174243085  
(f) (269) 423-6849

**FROM:** Presidio Networked Solutions Group, LLC  
Tadd Gerst  
8161 Maple Lawn Blvd.  
Suite 150  
Fulton, MD 20759  
  
tgerst@presidio.com  
(p) +1.309.306.7833

**BILL TO:** Decatur Public School District #61  
Accounts Payable  
101 West Cerro Gordo  
Decatur, IL 62523  
  
ACCTSPAY@DPS61.ORG  
(p) 217-362-3023

**SHIP TO:** Decatur Public School District #61  
Maurice Payne  
300 E Eldorado St  
Decatur, IL 62523  
  
mpayne@dps61.org  
(p) 2174243085

**Customer#:** DECAT009  
**Account Manager:** Tadd Gerst  
**Inside Sales Rep:** Amy Peterson  
**Title:** Additional RAM

**Contract Vehicle:** \*Open Market

#	Part #	Description	Unit Price	Qty	Ext Price
1	UCSX-MR-X16G1RW=	16GB RDIMM SRx4 3200 (8Gb)	\$554.90	48	\$26,635.20
			<b>Sub Total:</b>		<b>\$26,635.20</b>
			<b>Grand Total:</b>		<b>\$26,635.20</b>

Quote valid for 30 days. Payment of invoices are due within 30 days from date of invoice unless other terms are issued. Late payments are subject to interest charges of the lesser of 1½% per month or the maximum amount allowed by law. All prices subject to change without notice. Supply subject to availability. This Quote is subject to Presidio's Standard Terms and Conditions below. Any changes to the following Terms and Conditions must be accepted in writing by Presidio, otherwise, CLIENT agrees to be bound by the following Terms and Conditions and pricing contained herein:

#### Pricing

- Quoted prices exclude applicable taxes. Invoicing will include applicable taxes unless a valid tax exempt certificate is provided. If you are entitled to a tax exemption please upload your tax exemption certificate(s) to <https://app.certexpress.com/?c=32682b7046535333684958324362453d>
- The price included herein reflects a 3% discount for payment by cash, check or wire transfer. This discount will not apply in the event that CLIENT pays using a credit card or debit card.
- Prices exclude freight, handling or insurance (unless itemized in the quote).
- Pricing for Professional Services are best-effort estimates only. Actual pricing will be finalized as part of a mutually-agreeable Statement of Work.

#### Invoicing

- CLIENT is invoiced for hardware ("goods") upon shipment from the manufacturer and shall accept and pay for partial shipments. Software is invoiced upon shipment of media or when download capability is provided. OEM services are billed per the OEM SOW. Presidio services are billed per the Presidio SOW.
- Usage-Based Services Terms and Conditions. For Usage-Based Services purchased by CLIENT, Presidio shall invoice CLIENT once a month. Notwithstanding the amounts included on the applicable purchase order, the invoice for Usage-Based Services will vary from month to month based upon CLIENT's usage and CLIENT shall be obligated to pay all charges for the Usage-Based Services used by CLIENT in the previous month. If CLIENT is delinquent in its payment obligations for the Usage-Based Services, then, upon reasonable, prior notice, Presidio reserves the right to suspend or discontinue such services at its sole discretion. CLIENT acknowledges and agrees that such discontinuation or suspension by PRESIDIO will not constitute a breach of PRESIDIO'S obligations to CLIENT. CLIENT agrees to indemnify and hold harmless PRESIDIO for any resulting damages due to the suspension or discontinuation of the Usage-Based Services due to CLIENT's delinquent or non-payment.
- Enterprise Software, Licensing and Subscription Services ("Enterprise Agreement"). For Third-Party-provided, enterprise-based software licensing and services, Presidio shall invoice CLIENT according to the terms of the Enterprise Agreement between CLIENT and the Third Party. If CLIENT is delinquent in its payment obligations hereunder, then, upon reasonable, prior notice, Presidio reserves the right to suspend or discontinue such services at its sole discretion. CLIENT acknowledges and agrees that such discontinuation or suspension by PRESIDIO will not constitute a breach of PRESIDIO'S obligations to CLIENT. CLIENT agrees to indemnify and hold harmless PRESIDIO for any resulting damages due to the suspension or discontinuation of the services due to CLIENT's delinquent or non-payment.

#### Freight, Handling, Shipping

- CLIENT will be billed for Presidio's and/or the manufacturer's freight charges for shipment of goods.
- Title/Risk of loss passes to CLIENT Freight on Board (FOB) origin unless otherwise agreed to in writing by Presidio. Orders shipped from a manufacturer to Presidio at CLIENT request for warehousing, configuration, storage or otherwise, shall be deemed to have been shipped to CLIENT.
- Presidio accepts no responsibility / liability in connection with the shipment.
- Goods held in a Presidio warehouse either a) at the CLIENT's request or b) in the event CLIENT refuses to accept delivery, may be subject to warehousing fees. Client may be asked to execute a Presidio "Warehousing Agreement". CLIENT must provide primary insurance coverage for CLIENT equipment held in a Presidio warehouse.
- International delivery services include (i) Consolidated billing in USD for all international deliveries (ii) Consolidated contracting with one entity, namely Presidio (iii) Single point of contact (iv) Freight forwarding including exportation permits, application of tariff headings, customs clearance (including import permits, licenses, certificates) (v) Asset Management, Tracking & Reporting.

#### Warranty and Limitation of Liability

- Product is warranted by the Manufacturer, not by Presidio. Please consult Manufacturer for warranty terms. IN NO EVENT SHALL PRESIDIO BE LIABLE TO CLIENT FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES OF ANY KIND WHATSOEVER, ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. PRESIDIO'S ENTIRE LIABILITY AND CLIENT'S EXCLUSIVE REMEDY FOR DAMAGES FROM ANY CAUSE WHATSOEVER, INCLUDING, BUT NOT LIMITED TO, NONPERFORMANCE OR MISREPRESENTATION, AND REGARDLESS OF THE FORM OF ACTIONS, SHALL BE LIMITED TO THE AMOUNT WHICH HAS BEEN ACTUALLY PAID TO PRESIDIO BY CLIENT FOR PRODUCTS HEREUNDER.

#### Return Policy

- CLIENTS return rights are subject to the return policies (& fees including restocking) of the applicable manufacturer
- A Presidio-issued Return Material Authorization (RMA) is required & needs to accompany returned items before any credit is issued to a CLIENT. Presidio reserves the right to deny RMA requests in the event the Manufacturer will not provide for an authorized return. If integration of product is performed at a Presidio facility, transfer of ownership occurs as of inception of integration regardless of shipment terms as manufacturers will not accept return of open product.
- CLIENTS have 15 calendar days from original ship date to request a RMA (unless shorter period is required by manufacturer)
- Items returned must be in original shipping cartons, unopened, unused, undamaged and unaltered failing which Presidio is entitled to reject acceptance of items or charge further fees
- The CLIENT is responsible for shipping fees to the destination highlighted in the RMA
- Opened software cannot be returned

#### Cancellation Policy

- CLIENT's cancellation of purchase order rights are subject to the cancellation policies (& fees) of the applicable manufacturer

#### Leases

- In the event Presidio does not receive payment for leased goods purchased on the CLIENT's behalf from the applicable third-party financing entity, CLIENT is obligated to pay Presidio for all such goods as indicated in the applicable Presidio invoice.

#### Software terms

- Software is subject to the license terms that accompany it.
- License terms are established between the CLIENT & owner of the software
- Unless Presidio is the owner or licensor, Presidio makes no representations and/or warranties relating to its operation, ownership or use.
- Delivery of software licenses are agreed to be accepted in electronic form from the third party software company. Otherwise, you agree to self-accrue any applicable sales tax at the rate in effect for the jurisdiction.

#### Term and Termination of Orders: Usage-Based Services, Enterprise Agreements and Multi-Year Orders

- The terms of use for Usage-Based Services (i.e. Cisco-provided WebEx or Software as a Service (Saas)) are established by the applicable third-party provider of such services either at the applicable third-party provider website or via the separate agreement between CLIENT and third-party provider.
- The "Initial Term" of an order for Usage-Based Services and/or Enterprise Agreement ("Order") starts on the date the Usage-Based Services and/or Enterprise Agreement are available for use by CLIENT and lasts for the time period stated in the Order. After the Initial Term, unless prohibited by applicable law, there will be an automatic "Renewal Term" of the same length of time unless CLIENT notifies Presidio in writing that CLIENT does not want to renew at least sixty (60) days before the end of the then current Initial Term or Renewal Term. If the fees will change for the Renewal Term, Presidio will notify CLIENT reasonably in advance of the Renewal and in time for CLIENT to accept or reject renewing the Usage-Based Services and/or Enterprise Agreement. If CLIENT agrees with the fee changes, CLIENT may do nothing and the new fees will apply for the upcoming Renewal Term.
- Either party may terminate an Order by providing the other party written notice of termination at least sixty (60) days before the end of such Initial or Renewal Term. The termination will be effective on the last day of the Initial or Renewal Term and CLIENT will pay for the Usage-Based Services and/or Enterprise Agreement until the end of the current Initial or Renewal Term regardless of when CLIENT provided notice. Notwithstanding the foregoing, Usage-Based Services and Enterprise Agreements ordered are strictly non-cancelable during the Initial Term or Renewal Term except as otherwise provided in the applicable Service Terms and/or otherwise agreed upon in writing by Presidio. CLIENT will not be entitled to any refund for terminated Usage-Based Services or Enterprise Agreements during the Initial Term or Renewal Term except as agreed upon in writing by Provider and/or Presidio

#### Multi-Year Agreements

- For multi-year agreements, CLIENT expressly agrees to enter into a binding, non-cancelable agreement per the billing schedule set forth in the quote. THE CLIENT ACKNOWLEDGES AND AGREES THAT THE CLIENT'S AGREEMENT AND PAYMENTS FOR A MULTI-YEAR TRANSACTION ARE ESSENTIAL ELEMENTS OF THE BASIS OF THE BARGAIN BETWEEN THE PARTIES FOR MULTI-YEAR AGREEMENTS, SUCH THAT PRESIDIO WOULD NOT HAVE ENTERED INTO A MULTI-YEAR TRANSACTION WITHOUT SUCH AGREEMENT.

**SmartNet (Third party Maintenance)**

- CLIENTS rights are subject to the terms provided by the applicable manufacturer. (per website address)
- Delivery of software maintenance, including upgrades and updates are agreed to be accepted electronically. Otherwise, you agree to self-accrue applicable sales tax.

**Confidential Information.**

- CLIENT agrees that this quote is Presidio Confidential Information. CLIENT shall not disclose this quote to any third party for any purpose. CLIENT agrees to protect this Quote to the same extent that it protects its own Confidential Information, but with no less than a reasonable degree of care.

**Export Law Compliance.**

- CLIENT has been advised that any hardware or software provided to CLIENT via this Quote and/or subsequent purchase order may be subject to the U.S. Export Administration Regulations. CLIENT agrees to comply with all applicable United States export control laws, and regulations, as from time to time amended, including without limitation, the laws and regulations administered by the United States Department of Commerce and the United States Department of State.

**Miscellaneous Terms**

- Preprinted terms appearing on CLIENT Purchase Orders must be accepted in writing by Presidio to be applicable. Presidio's performance of such purchase order shall not constitute Presidio's acceptance of new or different terms, including pre-printed terms on such order. In absence of a purchase order, CLIENT agrees that its signature below grants Presidio the right to invoice CLIENT and authorizes payment to Presidio for the amounts owed.

Customer hereby authorizes and agrees to make timely payment for products delivered and services rendered, including payments for partial shipments

\_\_\_\_\_  
Customer Signature

\_\_\_\_\_  
Date



## OUR GOAL IS SIMPLE – TO MAKE YOUR TECHNOLOGY FINANCING SOLUTION EASY AND ECONOMICAL

Accelerate the adoption of new technology with PTC's flexible financing solutions. Our in-house financing specialists can help roll all of your technology-related costs (hardware, software, maintenance, services) into a single payment structure designed to meet your technology needs and budget requirements.

## SAMPLE 36 MONTH LEASE QUOTE

Presidio can offer you 36-month indicative lease rates for the equipment in this quote for as low as **\$736.92** \* per month.

	Sale Price	Monthly Lease Price
Hardware	\$26,635.20	\$736.92
<b>Grand Total:</b>	<b>\$26,635.20</b>	<b>\$736.92</b>

## FINANCING OPTIONS WITH NO PAYMENTS FOR UP TO 90 DAYS

Our program allows your company to accelerate the adoption of new technology, receive the benefits now, and delay the initial payments for up to 90 days.

## CONTACT US

For more information on Presidio's financing options and current promotions please call 1-800-248-1126 or email [ptc@presidio.com](mailto:ptc@presidio.com) to get in touch with a Financial Solutions Consultant. Visit [www.presidio.com](http://www.presidio.com) to learn more.

\* This rate is for planning purposes only and subject to change based on final in equipment configurations, installation time frames, and market conditions. All quotes are subject to approval by the Presidio Technology Capital Finance Committee and execution of PTC's standard lease and credit documentation.



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Personnel Action
<b>Initiated By:</b> Monica L Wilks, Director of Human Resources, and the Human Resources Department	<b>Attachments:</b> 6 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 22, 2024**  
**Board Date: May 28, 2024**  
**Re: Personnel Action**

**EMPLOYMENT RECOMMENDATIONS**

**TEACHERS:**

Name	Position	Effective Date
Sierra Bryan	Social Worker Intern, Macon Piatt	August 12, 2024
Stephanie Caldwell	Social Worker, Dennis	August 8, 2024
Tara Conaway	Virtual Speech and Language Pathologist, Macon Piatt	August 8, 2024

**TEACHING ASSISTANTS:**

Name	Position	Effective Date
Elise Allen	Special Ed Early Childhood Assistant, Pershing, 6.5 hours per day	August 7, 2024
Faith McKee	K/2 Assistant, Franklin Grove, 6 hours per day	August 7, 2024
Kimberley Ray	Special Ed Assistant, Montessori Academy, 6 hours per day	August 7, 2024
Cheyenne Smith	Special Ed Assistant, Hope Academy, 6.25 hours per day	August 7, 2024

**OFFICE PERSONNEL:**

Name	Position	Effective Date
Melissa Rinchiuso	Itinerant Secretary, Human Resources	June 3, 2024

**SCHEDULE B PERSONNEL:**

Name	Position	Effective Date
Hannah Lybarger	.5 FTE Senior Class Sponsor, Eisenhower	May 15, 2024
Amanda Seider	.5 FTE Senior Class Sponsor, Eisenhower	May 15, 2024

**TRANSFERS****ADMINISTRATOR:**

Name	Position	Effective Date
Curtiss Lindsey	From Assistant Principal, MacArthur to Principal, Stephen Decatur	July 1, 2024

**TEACHERS:**

Name	Position	Effective Date
Evan Briar	From Business, Stephen Decatur to English Language Arts, Stephen Decatur	August 8, 2024
Destiney Kramer	From ESL, Johns Hill to Grade 4, Johns Hill	August 8, 2024
Jennifer Mahannah	From Certified School Nurse, AG Building to Certified School Nurse, South Shores	August 8, 2024
Jacquelyn Rickey	From Social Worker, Montessori Academy to Social Worker, Baum	August 8, 2024

**TEACHING ASSISTANTS:**

Name	Position	Effective Date
Arwen Emmons	From Special Ed Assistant, Montessori Academy, 6 hours per day to Sign Language Assistant, Montessori Academy, 6 hours per day	August 7, 2024
Dajuan Johnson	From Transition Room Assistant, Eisenhower, 6.5 hours per day to Special Ed Assistant, Eisenhower, 6.5 hours per day	August 7, 2024
Melissa Kauzlarich	From Adapted PE Assistant, Stephen Decatur, 6.25 hours per day to Special Ed Assistant, Stephen Decatur, 6.25 hours per day	August 7, 2024
Marilyn Lange	From LPN Assistant, South Shores/AG Building, 6.5 hours per day to LPN Assistant, Dennis/AG Building, 6.5 hours per day	August 7, 2024

Robert Whisler	From Special Ed Assistant, Stephen Decatur, 6.25 hours per day to 504 One on One Assistant, Johns Hill, 6 hours per day	August 7, 2024
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**OUTREACH PERSONNEL:**

Name	Position	Effective Date
Tiffany Hart	From Hourly School Nurse, Dennis to Hourly School Nurse, Dennis/AG Building	August 7, 2024

**CUSTODIAN:**

Name	Position	Effective Date
Mattie Leonard	From 1st Shift Head Custodian, Johns Hill to 2nd Shift Head Custodian, Johns Hill	May 20, 2024

**UPDATED TRANSFER**

**ADMINISTRATOR:**

Name	Position	Effective Date
Jared Lamb	From Principal, Stephen Decatur to Principal, Decatur Alternative Ed	May 8, 2024

**RESIGNATIONS**

**TEACHERS:**

Name	Position	Effective Date
Angelina Ariazi	Music, Montessori Academy	May 28, 2024
Aryn Dobrinick	Kindergarten, Dennis	June 18, 2024
Natasha Escobar	Special Ed Behavioral Consultant, Macon Piatt	June 1, 2024

**TEACHING ASSISTANTS:**

Name	Position	Effective Date
Carrie Bone	Special Ed Assistant, Pershing	May 24, 2024
Katelin Ciambella	Special Ed Assistant, Dennis	June 18, 2024

Krystal Summar	Special Ed Assistant, Baum	May 10, 2024
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**CUSTODIAN:**

Name	Position	Effective Date
Kyle Ramos	1st Shift Head Custodian, Baum	June 3, 2024

**OUTREACH PERSONNEL:**

Name	Position	Effective Date
Felicia Wilson	Hourly School Nurse, SELA	May 28, 2024

**SECURITY PERSONNEL:**

Name	Position	Effective Date
Nicholas Cunningham	School Security Officer, MacArthur	May 28, 2024
Robert Taylor	School Security Officer, MacArthur	May 28, 2024

**SCHEDULE B:**

Name	Position	Effective Date
Alexsis Gramigna	Assistant Cheer Coach, Eisenhower	April 29, 2024
Anaudia Williams	MS Girls Basketball Coach, Stephen Decatur	May 8, 2024

**RETIREMENTS**

**TEACHER:**

Name	Position	Effective Date
Margaret Young	Special Ed Hearing Impaired, Macon Piatt	End of the 2024-2025

**TEACHING ASSISTANT:**

Name	Position	Effective Date
Glenn Baker	SELA Assistant, SELA	August 1, 2024

**OUTREACH PERSONNEL:**

Name	Position	Effective Date
Alvin Jackson	Family Liaison, Hope Academy	May 28, 2024

**COMPENSATION RECOMMENDATIONS:**

- The following staff members should be compensated for participating in Focus Group iReady Resolve Math Study on May 8, 2024 at PDI:

Carolynn Keizer	\$33.00	Kelli Murray	\$66.00
Kathryn Rodgers	\$33.00	Madison Stark	\$33.00
  
- The following staff members should be compensated for participating in Dual Credit during Spring Semester (January-May 2024) at Eisenhower:

Megan Flanigan	\$1,500.00	Ronald Lybarger	\$3,000.00
Delia Jackson	\$1,500.00	Jennifer Morrow	\$1,500.00
Rick Koetje	\$1,500.00	Angela Thomas	\$1,500.00
  
- The following staff members should be compensated for participating in Dual Credit during Spring Semester (January-May 2024) at MacArthur:

Julie O’Laughlin	\$1,500.00	Garold Fowler	\$1,500.00
Jonathan Hartzmark	\$4,000.00	Andrew Jones	\$1,500.00
  
- The following staff members should be compensated for participating in MTSS Prep/Plan Work Sessions on April 8, 9, 10 & 11, 2024 at Parsons:

Kathryn Rodgers	\$66.00	Sheree Park	\$198.00
Olivia Mannlein	\$99.00	Ashley Guntle	\$66.00
Colleen Johnson	\$132.00	Andrea Wakeland	\$132.00
Julie Mower	\$132.00	Theresa Tozer	\$132.00
Kandice Michener	\$132.00	Yocelyng Stark	\$66.00
Cara Burkhart	\$66.00	Lyndsay Lemanczyk	\$66.00
Hannah Bird	\$66.00	Grace Oxley	\$66.00
C Roxann Kennedy	\$264.00		
  
- The following staff members should be compensated for participating in Read 180 Year Wrap-up and Planning Sessions on May 6, 2024 at PDI:

April Parks	\$66.00	Tara Pitt	\$66.00
Angela Mann	\$66.00	Kristine Boomer	\$66.00
Ashlee Smith	\$66.00	Amy Thaxton	\$66.00
Ashley Knox	\$66.00	Judith Hunt-Glenn	\$66.00
Yolanda Minor	\$132.00		

- The following staff members should be compensated for participating in School Improvement Team/Committee Meetings on April 16 & 20, 2024 at Parsons:

Greg Green	\$132.00	Stacy Benda	\$132.00
Emma Raleigh	\$132.00	Grace Oxley	\$66.00
Elizabeth Case	\$132.00	April Flint	\$66.00
Kathryn Rodgers	\$132.00	Jaci Cecil	\$66.00
Elizabeth Karakachos	\$132.00	Olivia Mannlein	\$66.00
Andrea Wakeland	\$132.00	Betsy Turner	\$66.00
Theresa Tozer	\$132.00	Lisa Landacre	\$66.00
Heather Groves	\$132.00	Jaime Goodman	\$66.00
Courtney Odle	\$132.00		

- The following staff members should be compensated **\$132.00** for participating in Leadership Team Meetings ILT on April 22, 2024 at Baum:

Pamela Blades		Katie Hill	
Joni Grubbs		Meagan Novak	

- The following staff members should be compensated for participating in Leadership Team Meetings ILT on September 7, 2023 at Baum:

Pamela Blades	\$99.32	Meagan Novak	\$99.32
Joni Grubbs	\$99.32	Michelle Vanderberg	\$99.32
Katie Hill	\$99.32		

- The following staff members should be compensated **\$198.00** for participating in Leadership Team Meetings ILT on September 28, 2023 at Baum:

Pamela Blades		Meagan Novak	
Joni Grubbs		Michelle Vanderberg	
Katie Hill			

- The following staff members should be compensated for participating in After School Tutoring during February, March and April 2024 at Eisenhower:

Laura Ash	\$1,955.25	Christina Menna	\$198.00
Patricia Brackett	\$297.00	Ann Zuehlke-Denoyer	\$198.00
Megan Flanigan	\$198.00		

- The following staff member should be compensated **\$2,000.00** for the X-Step for his years of service to Decatur Public Schools:

Glenn Baker

To: Dr. Rochelle Clark, Superintendent  
From: Monica L Wilks, Director of Human Resources  
Date: May 28, 2024  
Re: Administrative Recommendation

The following person is recommended for the position of Principal at Stephen Decatur Middle School.

Curtiss Lindsey

Education:

2017	Ed.S	Leadership and Administration, Walden University, Minneapolis, MN
2010	M.S.	Mathematics, Walden University, Minneapolis, MN
1999	B.S.	Physical Education, Millikin University, Decatur, IL

Experience:

2021- present	Assistant Principal, MacArthur High School, Decatur, IL
2019- 2021	Dean, MacArthur High School, Decatur, IL
2017- 2019	Grade 5 Teacher, Robertson Charter School , Decatur, IL
2016-2017	Instructional Coach, Robertson Charter School , Decatur, IL
2005-2016	Math Teacher, Robertson Charter School, Decatur, IL
2000-2005	Lead Teacher, Macon-Piatt Adult Education Center, Decatur, IL

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For payroll purposes only

Effective: July 1, 2024

Pro-rated: Yes \_\_\_ No X

Step: 25

Base: \$127,873.00

Number of full contract days: 261

TRS: as allowable

Prorated:

Certified Number: 37745

Pending Illinois Certification: \_\_\_\_\_

Salary approved \_\_\_\_\_

Date \_\_\_\_\_

**MIDDLE SCHOOL PRINCIPAL'S CONTRACT**  
**Fiscal Year 2024-2026**

This Contract made between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter "the Board") and **Curtiss Lindsey**, (hereinafter "the Middle School Principal"), ratified at the meeting of the Board held on May 28, 2024 as found in the minutes of that meeting.

**IT IS AGREED:**

**1. Employment.** The Middle School Principal is hereby hired and retained for the extended contract term of July 1, 2024 to June 30, 2026, as the Middle School Principal for the District.

**2. Duties.** The duties and responsibilities of the Middle School Principal shall be all those duties incident to the office of the Middle School Principal as set forth in the job description, a copy of which can be found in the employee's personnel file; those obligations imposed by the law of the State of Illinois upon the Middle School Principal; and to perform such other duties normally performed by the Middle School Principal as from time to time may be assigned to the Middle School Principal by the Superintendent of Schools, Assistant Superintendent(s) or the Board. The work day, work year, contract year and holidays and holiday pay for the Middle School Principal shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (July 13, 2023).

**3. Salary.** The Board shall set the Director of Student Service's salary. For the periods extending from July 1, 2024 to June 30, 2025 and July 1, 2025 to June 30, 2026, the Middle School Principal shall be paid such annual salary as may be agreed to by the Board, but in no case less than the salary set for the preceding year. (The 2023-2024 fiscal year amount shall is **One Hundred Twenty-Seven Thousand Eight Hundred Seventy-Three Dollars and no/100 (\$127,873.00)**). The Middle School Principal hereby agrees to devote such time, skill, labor and attention to his employment during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of the Middle School Principal for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of a Board approved amendment and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the Middle School Principal, nor that the termination date of this Contract has been in any way extended, unless so stated in the Board approved amendment.

**4. Pension.** In addition to the salary of the Middle School Principal as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this contract, shall be creditable earnings for

purposes of Teacher Retirement System pension calculations and the Middle School Principal did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.

**5. T.H.I.S.** From and out of the salary and pension payments of the Middle School Principal as set forth hereinabove in paragraphs 3 and 4 the Board shall withhold any such amount as may be required by law, on behalf of the Middle School Principal to the Teacher Health Insurance Security Fund.

**6. Performance Provisions.** This contract is a performance-based contract linked to student performance and academic improvement of the Middle School Principal pursuant to 105 ILCS 5/10-23.8a. The Middle School Principal shall meet the goals during the term of this Contract. The parties agree the goals and indicators are linked to student performance and academic improvement of the District. In addition to goals set forth in Appendix A hereto, the Middle School Principal shall meet the obligations, goals, and requirements set forth in the Middle School Principal' job description for the position. In consideration for performance pursuant to a multi-year agreement, the Middle School Principal waives acquisition of tenure during the term of this contract.

**7. Evaluation.** Annually, but no later than March 1st of each year, the Assistant Superintendent or designee shall review with the Middle School Principal's progress toward established goals and working relationships among the Superintendent, the District leadership team, other administrative personnel, the faculty, the staff and the community, and shall consider the Middle School Principal's annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Middle School Principal in writing within 30 days following the evaluation, pursuant to the District's evaluation plan for Administrators.

**8. License.** The Middle School Principal shall furnish to the Board during the term of this Contract, a valid and appropriate license to act as the Middle School Principal in accordance with the laws of the State of Illinois and as directed by the Board.

**9. Other Work.** Permission will be granted in advance by the Superintendent. The Middle School Principal may undertake consultative work, speaking engagements, writing, lecturing, college or university teaching, and other professional duties and obligations provided that these activities do not interfere with the effective performance of job duties. The Middle School Principal shall have the responsibility to discuss with the Superintendent and mutually agree to such outside activity in a timely fashion.

**10. Discharge for Good Cause.** Throughout the term of this Contract, the Middle School Principal shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the Middle School Principal shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the Middle School Principal chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the Middle School Principal. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge as provided in this Contract.

**11. Termination by Contract.** During the term of this Contract, the Board and the Middle School Principal may mutually agree, in writing, to terminate this Contract. The termination, reassignment and/or reclassification at the end of the term of this Contract shall be as provided by law.

**12. Referrals to the Middle School Principal.** The Board collectively and individually and the Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the Middle School Principal for study and recommendation.

**13. Professional Activities.** The Middle School Principal shall be encouraged to attend appropriate professional meetings at the local, state, and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

**14. Reimbursement for Use of Personal Car.** The Board shall pay the Internal Revenue Service rate to the Middle School Principal for vouchered reimbursable mileage expenses incurred by the Middle School Principal while using the Middle School Principal's personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

**15. Membership Dues.** The Board shall pay the cost of the Middle School Principal's annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (July 13, 2023).

**16. Medical Insurance.** The Middle School Principal shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (July 13, 2023).

**17. Life Insurance.** The Middle School Principal shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (July 13, 2023).

**18. Vacation.** The Middle School Principal shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (July 13, 2023).

**19. Sick Leave and Personal Leave.** The Middle School Principal shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (July 13, 2023).

**20. Disability.** Should the Middle School Principal be unable to perform the duties and obligations of this Contract, by reason of illness, accident or other cause beyond the Middle School Principal's control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school

year, or if such disability is permanent, irreparable or of such nature as to make the performance of the Middle School Principal' duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The Middle School Principal shall provide medical evidence of illness to the Board President upon request.

**21. Criminal Records Check.** Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the fingerprint-based criminal records check required by Illinois law is not completed at the time this Contract is signed, and any subsequent investigation or report reveals there has been such a conviction, this Contract shall immediately become null and void.

**22. Employment History Review.** Pursuant to 105 ILCS 5/22-94, the Middle School Principal shall submit to employee history review, and shall execute and deliver to the Board of Education all necessary consent and forms necessary to accomplish such task. If the Middle School Principal fails to disclose necessary information, fails to complete and deliver appropriate forms upon demand, or if a subsequent employment history review reveals there has been a report or investigation that did not result in an unfounded or fabricated result, this Contract shall immediately become null and void.

**23. Notice.** Any notice required under this Contract shall be in writing and shall become effective on the day of mailing thereof by first class, registered or certified mail, postage prepaid, addressed:

To the Board:  
President, Board of Education  
Decatur School District No. 61  
Keil Administration Building  
101 W. Cerro Gordo Street  
Decatur, Illinois 62523

To the Middle School Principal:  
Curtiss Lindsey  
last known address

**24. Headings.** Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this Contract, the text shall control.

**25. Contract Extension.** At the end of any year of this Contract, the Board and the Middle School Principal may mutually agree to extend the employment of the Middle School Principal for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the Middle School Principal in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

**26. Copies of Contract.** This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

**27. Severability.** It is understood and agreed by the parties that if any part, term, or provision of this Contract is held by the courts to be illegal or in conflict with any law of the State of Illinois, the validity of remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular part, term, or provision held to be invalid.

**28. Jurisdiction.** This Contract has been executed in the State of Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.

**29. Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written.

**30. Relevant Law.** This Contract is authorized under the provisions of the Illinois School Code, 105 ILCS 5/10-23.8a.

**IN WITNESS WHEREOF,** the parties have caused this Contract to be executed in their respective names; and in the case of the Board, by its President and attested to by its Secretary, on the day and year first above written.

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**Middle School Principal**

**Board of Education  
Decatur Public School District No. 61**

By: \_\_\_\_\_  
**Board President**

**ATTEST:**

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**Board Secretary**



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Teacher Vacancy Grant Stipend for Certified Staff
<b>Initiated By:</b> Monica Wilks, Director of Human Resources, Deanne Hillman, Human Resources Transition and Labor Administrator, and Dr. Mary Ann Schloz, Assistant Director of Finance, Grants, and Special Projects	<b>Attachments:</b> N/A
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

The District received a grant to address chronic shortages by providing the state's most understaffed districts with resources to attract, hire, support, and retain teachers.

The grant allows maximum flexibility to use allocated funds in innovative, creative, and evidenced-based ways, such as retention stipends for current certified staff, student teaching stipends, tuition reimbursement, and relocation benefits.

**CURRENT CONSIDERATIONS:**

The grant specifications were bargained with both District and DEA leadership to determine common priorities which includes two \$500 stipends for all staff under the DEA collective bargaining agreement that are currently active employees.

A \$500 stipend was paid in December and the second \$500 stipend will be paid in May.

**FINANCIAL CONSIDERATIONS:**

The cost of the \$500 stipend will be paid from the Teacher Vacancy Grant.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the Teacher Vacancy Grant Stipend for Certified staff as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> School Resource Officer Annual Intergovernmental Agreement (updated)
<b>Initiated By:</b> Dr. Rochelle Clark, Superintendent	<b>Attachments:</b> Intergovernmental Agreement to Provide Police Officers for School Security (updated)
<b>Reviewed By:</b> Dr. Larry Gray, Assistant Superintendent of Teaching and Learning, Dr. Michael Curry, Chief Operational Officer, and Valdimir Talley, Safety and Security Administrator	

**BACKGROUND INFORMATION:**

Our current agreement with the City of Decatur began in 2014, with the hiring of two (2) School Resource Officers (SROs) to staff District high schools. It expanded to cover the middle schools, and eventually the elementary feeder schools. Officers work up to forty (40) hours per week in schools during the regular school year as assigned by the District, typically mid-August through the end of May. At times, officers may be assigned to trainings and leaves outside of the scope of their District work. Duties and other responsibilities at facilities are determined by both the City and District. The police officers shall at all times be assigned to serve as police officers to the District and shall be subject to the command and control of the Chief of Police as well as remain employees of the City. The District’s Safety and Security Administrator will serve as a liaison between the two agencies. *SROs contribute to creating a safe learning environment which supports Teaching and Learning.*

**CURRENT CONSIDERATIONS:**

The District desires to employ an additional school resource officer for a total of five school resource officers, who will serve the District’s 15 schools and educational programs. **The agreement will automatically renew for one year, unless either party serves a notice of termination by May 15, of the year prior to the start of the new year.**

**FINANCIAL CONSIDERATIONS:**

The City shall be responsible for compensating the police officers, including any overtime, employee benefits, and workers compensation, as provided in the City’s Collective Bargaining Agreement subject to the District’s reimbursement. The District shall pay the City a sum equal to Seventy-Five Percent (75%) of the total cost for each and every police officer assigned as prescribed in the attached Intergovernmental Agreement. One-Hundred Percent (100%) of overtime costs will be paid by the district if authorized by the City’s Police Chief. An estimated cost for Fiscal Year 2025 (FY 25) for the 5 officers is **\$ 699,625.**

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the Continuation (updated) of the Intergovernmental Agreement with the City of Decatur regarding School Resource Officers in Decatur Public Schools District 61 as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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

**INTERGOVERNMENTAL AGREEMENT TO PROVIDE POLICE  
OFFICERS FOR SCHOOL SECURITY**

THIS AGREEMENT between the BOARD OF EDUCATION OF DECATUR SCHOOL  
DISTRICT NO. 61, Macon County, Illinois (the “District”)  
and the CITY OF DECATUR, an Illinois Home Rule Municipality (the “City”):

**WITNESSETH:**

**WHEREAS**, Article VII, Section 10, of the Constitution of the State of Illinois of 1973 authorizes units of local government to contract or otherwise associate amount themselves, and to exercise, combine or transfer any power or function in any manner not prohibited by law or by ordinance; and

**WHEREAS**, the Illinois Intergovernmental Cooperation Act, 5 ILCS 220/1, et seq;, provides inter alia, that “...(A)ny power or powers, privileges or authority exercised or which may be exercised by a public agency of this State may be exercised and enjoyed jointly with any other public agency of this State...”; and

**WHEREAS**, the City and the District now wish to enter into a formal arrangement for the provision of police officers for security at the District’s various facilities; and

**WHEREAS**, the parties have mutually determined that the terms contained in this Agreement are in their mutual interests and the mutual interests of their constituents.

**NOW, THEREFORE** in consideration on the foregoing recitals and of the covenants and conditions hereinafter set forth, the adequacy and sufficiency of which the parties hereto stipulate, the parties agree as follows:

1. Incorporation of Recitals. The recitals set forth in the forgoing preamble are specifically incorporated into and made part of this Agreement as though fully set forth in this paragraph 1.
2. City of Provided Police Officers. The City shall assign two (2) police officers to the District beginning at the start of the 2024-25 school year to be assigned to the District's high schools, two (2) police officers to the District at the start of the 2024-25 school year to be assigned to the District's middle schools, and an additional one (1) police officer to the District beginning at the start of the 2024-2025 school year to be assigned at a school mutually agreed upon by the District and the City. Said assignments shall be for the period during the regular school year as determined by the District but typically mid-August through the end of May the following year for the purpose of providing security at its various facilities. Such officers shall work up to forty (40) hours per week in the schools of the District at times agreed upon between the City and the District. The District recognizes and acknowledges that the assigned officers will, from time to time, have duties, training and leaves as part of their duties of being a sworn police officer for the City that will take precedence over District duties and assignments and agree not to interfere with said duties, training and leaves. The police officers shall perform the duties and responsibilities while assigned and working in District facilities, as determined by the City and the District, with due diligence and to the best of their ability. From time to time the District may provide advice to the City relative to the performance of the assigned officers and their suitability for their assignment.
3. Employment Status. The police officers shall at all times be assigned to serve as police officers to the District and shall be subject to the command and control of the Chief of

Police. Such officers shall remain employees of the City, be subject to all applicable laws, statutes, Code, ordinances, Administrative Policies and Procedures of the City and all policies and procedures of the Decatur Police Department, and shall perform all of the duties, as that employment requires. The City shall be responsible for compensating the police officers, including any overtime, employee benefits, and workers compensation, as provided in the City's Collective Bargaining Agreement subject to the District's reimbursement as provided herein in Paragraph 5. No overtime will be allowed for District activities or purposes unless expressly authorized by the City's Police Chief. District will be responsible to reimburse City one hundred percent (100%) for any overtime incurred while performing District duties. The City shall supply the police officers with all law enforcement supplies, equipment and vehicle, as deemed appropriate by the City, and shall maintain payroll, attendance, and performance evaluation records. The police officers will at all times abide by the City's rules and all other policies and procedures, and shall not be deemed an employee of the District for any purpose. Officers assigned to the District pursuant to this Agreement shall not get involved in District administrative affairs and matters nor be requested to do so by the District, but shall respond to requests to assist the District in the maintenance of order in the buildings when called upon to do so.

4. Background Checks. The City represents that all police officers provided pursuant to this agreement, are fully trained and qualified to act as police officers in accordance with the laws of the State of Illinois.
5. Compensation. The District shall pay to City a sum equal to Seventy-Five Percent (75%) of the total cost for each and every police officer assigned under this Agreement. Said

payment shall be remitted to the City quarterly within thirty (30) days following written request by the City detailing the charges.

6. Compliance with District Policies and Laws. The Police officers shall comply with all applicable State, City and City Police Department laws, statues, Codes, ordinances, rules and policies and all District policies in regard to the performance of their duties. If any City or Police Department rules, policies or procedures are in conflict with District policies, the City and Police Department rules, policies and procedures shall supersede and be followed by the Police officers.

7. Indemnification.

A. City Indemnification. The City shall and hereby does indemnify and hold harmless the District and its agents and employees against any claims, demands, costs or expenses including the cost of reasonable attorneys fees for the defense thereof, arising from or in connection with any negligent, grossly negligent, or willful acts related to this Agreement of the police officers or other City employee, official or officer, provided that said claims, demands, costs and expenses have not been directly or proximately caused by the negligence or misconduct of the District, its employees, officers, directors, agents, officials or employees.

B. District Indemnification. The District shall and hereby does indemnify and hold harmless the City and its officers, agents, and employees against any claims, demands, costs or expenses including the cost of reasonable attorneys fees for the defense thereof, arising from or in connection with any negligent, grossly negligent, or willful acts related to this Agreement of the District, its employees, officers, directors, agents or officials, provided that said claims, demands, costs and expenses



If to the District: Superintendent  
Decatur Public School District #61  
101 W. Cerro Gordo St.  
Decatur, IL 62523

Either party may specify a different address to receive notices by providing a written directive given in accordance with this section.

13. Authority. Each party represents and warrants to the other that they have been lawfully authorized by their respective governing bodies to execute this Agreement.
14. Entire Agreement. This Agreement supersedes any and all prior agreements between the parties hereto regarding the subjects of this Agreement. This Agreement represents the entire agreement between the parties hereto and no other agreements shall be valid unless in writing and signed by each of the parties hereto.
15. Effective Date. This Agreement shall be deemed dated and become effective on the date the last of the parties executes the Agreement as set forth below.

**IN WITNESS WHEREOF**, the parties have caused the Agreement to be executed and it shall be dated and become effective on the date that the last of the duty authorized person signed as set forth below:

**BOARD OF EDUCATION OF  
DECATUR SCHOOL DISTRICT  
NO. 61, MACON COUNTY, ILLINOIS**

**CITY OF DECATUR, ILLINOIS,**

**BY:** \_\_\_\_\_

**BY:** \_\_\_\_\_

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

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

**ATTEST:**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

\_\_\_\_\_  
**City Clerk**



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Student Code of Conduct and Parent Handbook for the 2024-2025 School Year
<b>Initiated By:</b> Eldon Conn, Director of Student Services and Discipline Action Committee	<b>Attachments:</b> Student Code of Conduct and Parent Handbook for the 2024-2025 School Year
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

The Discipline Action Committee meets each month during the school year to discuss topics relative to school discipline. This year we had changes to language along with a complete change to Faith's Law. The suggested revisions have been reviewed by the district's legal representative.

**CURRENT CONSIDERATIONS:**

Central Office Administrators were given the opportunity to participate in these changes through email. All other changes are outlined in the power point presentation. Student Services would like to incorporate the necessary changes shown in the power point presentation into the 2023-2024 Student Code of Conduct and Parent Handbook for the 2024-2025 school year.

**FINANCIAL CONSIDERATIONS:**

None at this time.

**STAFF RECOMMENDATION:**

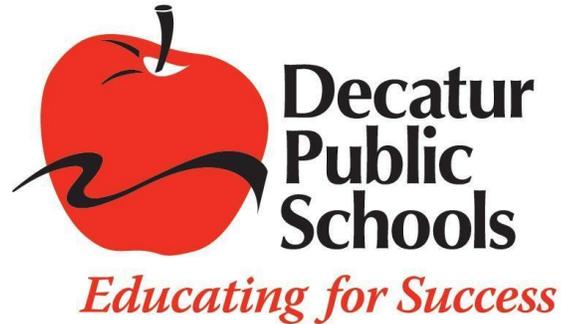
The Student Services Department and the Discipline Action Committee respectfully requests that the Board of Education approve the Student Code of Conduct and Parent Handbook for the 2024-2025 School Year as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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

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



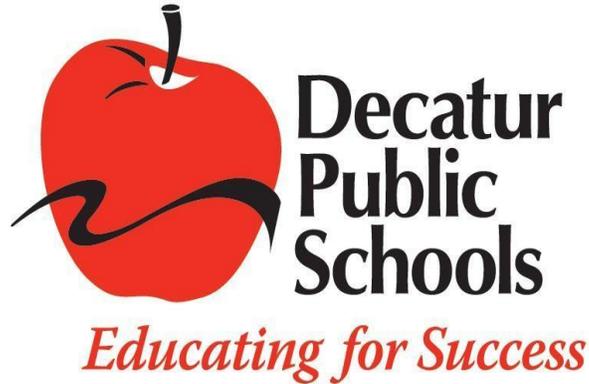
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**Student Code of Conduct  
And  
Parent Handbook  
2024-2025**

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# Student Code of Conduct and Parent Handbook 2024-2025

Adopted by the Board of Education

*July 27, 1999*

*Revision May 27, 2024*

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## 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.*

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## 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 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:

- 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**

- Be aware of moving traffic and pay attention to your surroundings.
- Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
- Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- 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.
- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
- Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- 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.
- 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.
- 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.

<b>ATTENDANCE &amp; TRUANCY</b>
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#### **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, situations beyond the student's control as determined by the Board of Education, or

such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

**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 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.

- A. 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.
- B. A verified doctor appointment: the student will be required to secure a written report from the doctor in order to be excused.
- C. Funeral: Funeral that requires traveling and absences more than three days shall be discussed with administration to be excused.
- D. Student illness verified in writing by a doctor or students sent home by school nurse.
- E. One college day for juniors and two college days for seniors with proof of the college attended.
- F. Court appearances.
- G. Absences due to extenuating circumstances shall be discussed and approved by an administrator.
- H. 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."
- I. Religious Observations.

**Unexcused Absence Criteria:**

- A. Truancy from school.
- B. 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 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 Transition.

## **Homebound Instruction**

Home services may be provided to a student if that student has a medical condition and will be out of school for a minimum of 10 days or more, or on an intermittent basis due to a medical condition. 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 may 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. 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.

**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</b>		1 credit

<b>Vocational Education</b>		
<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 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

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<sup>1</sup> 23 Ill.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.

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. A person denied re-enrollment will be 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 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.

<b>GIFTED EDUCATION</b>
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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'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 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.

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**

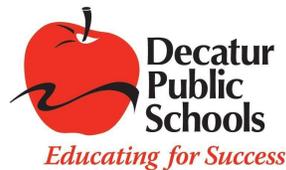
The Superintendent shall approve all District-sponsored extracurricular and co-curricular activities using the following criteria:

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.

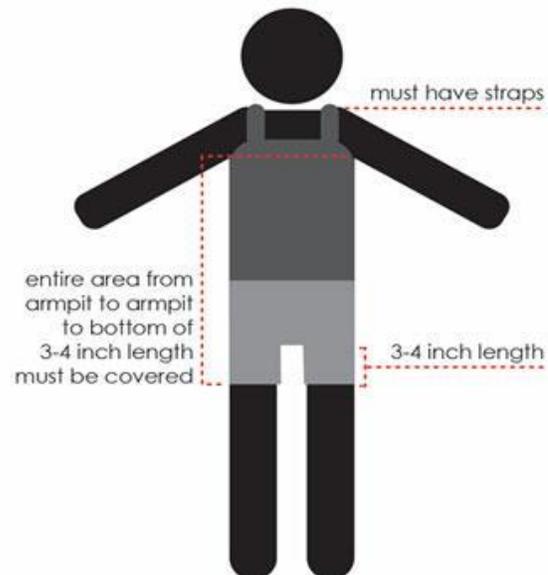
Students suspended from the school bus who do not have alternate transportation to school shall have the opportunity to complete make up work for equivalent academic credit. It is the responsibility of the parent/guardian to notify the school that the student does not have alternate transportation.

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

12. The Superintendent or designee shall fully implement the Board policies, including without limitation 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. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law. d. 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. e. 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. f. 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). g. 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. h. 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. i. 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)

## 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 causes of a student’s misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, selfdisciplined citizens in the school community and society.

#### **When and Where Conduct Rules Apply**

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

#### **Prohibited Student Conduct**

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.

2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug 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 the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.
  - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
  - f. 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.
4. 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.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's

- individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
  7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
  8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
  9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
  10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. 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.
  11. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
  12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
  13. Entering school property or a school facility without proper authorization.
  14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
  15. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
  16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
  17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
  18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
  19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
  20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
  21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term possession includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

### **Disciplinary Measures**

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of nonexclusionary 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.
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. 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 shall be expelled for a period of at least one calendar year but not more than 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.

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 Building 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, 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.

## **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 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 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 discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, pupils, and staff.

(a-5) On or before September 15, 2016, each elementary and secondary school and charter school shall, at a minimum, adopt pupil 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.

(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.)

## 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
12. situated students (see policy 4:110 Transportation).
13. Giving gifts to individual students.
14. 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.

5. 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.

### **Part I**

<b>DISTRIBUTION OF POLICY</b>
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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>
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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**

<b>ELEMENTARY</b>	<b>SECONDARY</b>
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).

**Skipping**

Skipping 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 pins, chewing tobacco, tobacco pipe, lighters, accessories.

**LEVEL TWO CONSEQUENCES**

<b>ELEMENTARY</b>	<b>SECONDARY</b>
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, Diversity, Equity,  
and Inclusion  
101 W. Cerro Gordo  
Decatur, IL 62523  
217-362-3014

Assistant Superintendent of Support Services  
Technology, & Data Research  
Decatur Public Schools  
101 W. Cerro Gordo  
Decatur, IL 62523  
217-362-3016

Assistant Superintendent of Teaching and  
Learning  
Decatur Public Schools  
101 W. Cerro Gordo  
Decatur, IL 62523  
217-362-3041

Director of Student Services  
Decatur Public Schools  
335 E. Cerro Gordo St.  
Decatur, IL 62523  
217-362-3060

Macon-Piatt Special Education Director  
Decatur Public Schools  
620 E. Garfield Ave  
Decatur, IL 62526  
217-362-3055

Director of Human Resources  
Decatur Public Schools  
101 W. Cerro Gordo St.  
Decatur, IL 62523  
217-362-3030

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.



<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://www.thetrevorproject.org/get-help/)).



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Award – Food Service Contract
<b>Initiated By:</b> Dr. Mike Curry, Chief Operations Officer	<b>Attachments:</b> 1. RFP Financials Proposal 2. RFP Bid Tabulation Document
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

In the past, all food service management program solicitations took place in the mandated low-bid environment. The last formal bid was nine (9) years ago. At that time, the Board of Education awarded the food service contract to Aramark Corporation. Food service management has been renewed on a yearly contractual basis for as long as allowed by ISBE rules. Under the Illinois State Board of Education policy, the District is required to formally bid the food service program for FY 2024-25.

New rules allow for districts to send out Requests for Proposals, opposed to soliciting for solely low bids. RFP notices were sent to over fifteen (15) vendors and documents were requested by four (4) providers: Aramark Education Services, Organic Life LLC, Quest Food Management Services, and Arbor Management, Inc. Four (4) companies attended the mandatory pre-bid meeting: Aramark Education Services, Organic Life LLC, Quest Food Management Services, and Arbor Management, Inc. Arbor Management, Inc. provided notice to the District that they did not intend to submit a bid.

**CURRENT CONSIDERATIONS:**

Organic Life LLC submitted a bid in the amount of \$4,683,173.00; Aramark submitted a bid in the amount of \$4,741,502.68, and Quest Food Management Services submitted a bid in the amount of \$4,939,872.00. Organic Life was the low bid by \$58,415.68. While Organic Life was the low bid, through the scoring rubric, Aramark scored the highest point total. Aramark’s proposal included an additional on-site management position to allow for more in-cafeteria time for their management team.

**FINANCIAL CONSIDERATIONS:**

The district is a CEP district which allows all students to eat at no cost. The cost of providing food service to students is paid from the revenues collected from Federal and State Meal Reimbursement Programs.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the food service proposal from Aramark Corporation for the 2024-2025 school year at an estimated cost of \$4,741,502.68 as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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

**SECTION 21: Proposed Fixed Meal Rates**

The SFA shall insert the Projected Annual Unites and the Offeror shall insert their rate per unit. The SFA will verify and complete the estimated total for eac meal type and calculate the total estimated amount of proposal. The Offeror shall note plead misunderstanding or deception because of such estimate of quantities, or of the character, location, or other conditions pertaining to the soliciation and/or Contract.

PER MEAL PRICES MUST BE A FIXED PRICE PER MEAT RATE AND CALCULATED AS IF NO USDA COMMODITIES WILL BE RECEIVED

	Projected Annual Units	Rate Per Unit	Estimated Total**
<b>School Nutrition Programs (SNP)/ Seamless Summer Option (SSO)</b>			
Reimbursable Breakfasts with Milk	615,340	\$2.3100	\$1,421,435.40
Reimbursable Lunches with Milk*	729,997	\$3.9908	\$2,913,272.02
Special milk Program (SMP)	50	\$0.4000	\$20.00
A la Carte Equivalent Fee*	8,489	\$3.9908	\$33,877.90
<b>Child and Adult Food Care Programs (CACFP)</b>			
CACFP Reimbursable Suppers with Milk	77,792	\$3.9908	\$310,452.56
CACFP Reimbursable AM/PM Snack	50,512	\$1.2300	\$62,129.76
<b>Summer Food Service Program (SFSP)</b>			
SFSP Reimbursable Breakfasts with Milk	50	\$2.3100	\$115.50
SFSP Reimbursable Lunches with Milk	50	\$3.9908	\$199.54
Total Estimated Amount of Proposal**			\$4,741,502.68

\*Solicitation rates for SNP reimbursable Lunch and A la carte equivalency fee must be the same.

\*\*All totals must be carried out to the second decimal place and must not be rounded.

Aramark Educational Services, LLC

Name of Offeror \_\_\_\_\_

2400 Market Street Philadelphia, PA 19103

Street Address City State Zip Code

By submission of this proposal, the Offeror certifies that, in the event the Offeror receives an award under this soliciation the Offeror shall operate in accordance with all applicable current program regulations. This agreement shall be in effect for the period specified, not to exceed oneyear, and may be renewed by mutual agreement for four additional one-year Contract Terms.

4/25/24 \_\_\_\_\_ Vice President of Finance

Date Signature of Offeror Title



# BID ANALYSIS SPREADSHEET

**FOOD SERVICE MANAGEMENT**

**DATE: 5/2/24**

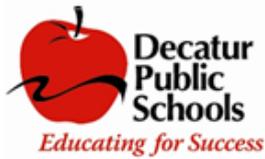
**VENDOR NAME:**

**1) OrganicLife, LLC**

**2) Aramark Educational  
Services, LLC**

**3) Quest Food Management Services**

	<u>Projected Annual Units</u>	<u>Rate Per Unit</u>	<u>Estimated Total</u>	<u>Rate Per Unit</u>	<u>Estimated Total</u>	<u>Rate Per Unit</u>	<u>Estimated Total</u>
<b><u>School nutrition programs (SNP)/</u></b>							
<b><u>Seamless summer option (SSO)</u></b>							
Reimbursable breakfasts with milk	<u>615,340</u>	<u>\$2.2800</u>	<u>\$1,402,975.20</u>	<u>\$2.3100</u>	<u>\$1,421,435.40</u>	<u>\$2.4600</u>	<u>\$1,513,736.40</u>
Reimbursable lunches with milk	<u>729,997</u>	<u>\$3.9500</u>	<u>\$2,883,488.15</u>	<u>\$3.9908</u>	<u>\$2,913,272.02</u>	<u>\$4.1300</u>	<u>\$3,014,887.61</u>
Special milk program (SMP)	<u>50</u>	<u>\$0.5000</u>	<u>\$25.00</u>	<u>\$0.4000</u>	<u>\$20.00</u>	<u>\$0.5000</u>	<u>\$25.00</u>
A la Carte equivalents fee	<u>8,489</u>	<u>\$3.9500</u>	<u>\$33,531.55</u>	<u>\$3.9908</u>	<u>\$33,877.90</u>	<u>\$4.1300</u>	<u>\$35,059.57</u>
<b><u>Child and Adult Food care programs (CACFP)</u></b>							
CACFP Reimbursable supper with milk	<u>77,792</u>	<u>\$3.9500</u>	<u>\$307,278.40</u>	<u>\$3.9908</u>	<u>\$310,452.56</u>	<u>\$4.1300</u>	<u>\$321,280.96</u>
CACFP Reimbursable AM/PM Snack	<u>50,512</u>	<u>\$1.1000</u>	<u>\$55,563.20</u>	<u>\$1.2300</u>	<u>\$62,129.76</u>	<u>\$1.0800</u>	<u>\$54,552.96</u>
<b><u>Summer Food Service program (SFSP)</u></b>							
SFSP Reimbursable breakfasts with milk	<u>50</u>	<u>\$2.2800</u>	<u>\$114.00</u>	<u>\$2.3100</u>	<u>\$115.50</u>	<u>\$2.4600</u>	<u>\$123.00</u>
SFSP Reimbursable lunches with milk	<u>50</u>	<u>\$3.9500</u>	<u>\$197.50</u>	<u>\$3.9908</u>	<u>\$199.54</u>	<u>\$4.1300</u>	<u>\$206.50</u>
<b><u>Total Estimated Amount of Proposal:</u></b>			<b><u>\$4,683,173.00</u></b>		<b><u>\$4,741,502.68</u></b>		<b><u>\$4,939,872.00</u></b>



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> FY25 Consolidated District Plan
<b>Initiated By:</b> Mary Ann Schloz, Assistant Director of Finance, Grants, & Special Projects; Kathy Horath, Director of Macon-Piatt Special Education, Dr. Michael Curry, Chief Operational Officer	<b>Attachments:</b> Live Link: <a href="https://www.dps61.org/districtplan">https://www.dps61.org/districtplan</a>
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

ISBE launched a platform in IWAS for grants management called the Consolidated District Plan, which consolidates and streamlines the federal grant application and management process to reduce the burden on grantees. ISBE requires the initial Consolidated District Plan to be approved by the local Board of Education. The Consolidated District Plan allows grantees to answer one set of planning questions to meet those requirements for the federal formula grants listed below:

- Title I, Part A- Improving Basic Programs
- Title I, School Improvement 1003(a)
- Title II, Part A- Preparing, Training, and Recruiting High-Quality Educators
- Title III- English Language Instruction Education Program
- IDEA, Part B Flow-Through
- IDEA, Part B Preschool

**CURRENT CONSIDERATIONS:**

Decatur Public School District’s Consolidated District Plan has been completed under the guidance and direction of those District administrators who administer and manage the various federal grants. It is ready to be submitted to ISBE for approval. To access the live link, click here: <https://www.dps61.org/districtplan>

**FINANCIAL CONSIDERATIONS:**

There are no financial considerations.

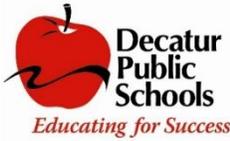
**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approves the initial FY25 Consolidated District Plan as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Hope Academy Building Automation System (BAS) Upgrade
<b>Initiated By:</b> Kent Metzger, Director of Buildings and Grounds	<b>Attachments:</b> Entec proposal dated March 22, 2024
<b>Reviewed By:</b> Dr. Michael Curry, Chief Operational Officer, and Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

DPS utilizes a building automation system (BAS) which is the automatic centralized control of a building's HVAC (heating, ventilation and air conditioning), electrical, lighting, shading, access control, security systems, and/or other interrelated systems. On a District-wide basis, DPS uses Delta Controls, a proprietary system, for BAS through our vendor, Entec Services. Delta Controls allows maintenance staff to monitor, troubleshoot and adjust the building systems remotely to maximize energy efficiency and improve the educational process.

**CURRENT CONSIDERATIONS:**

The current BAS at Hope Academy has reached end-of-life. DPS maintenance staff is unable to interact with the existing BAS which creates a number of problems for maintenance staff and building occupants, particularly in regards to comfort control via heating, ventilation and air conditioning (HVAC). Consequently, DPS is seeking to upgrade the BAS through our long-standing relationship with Entec Services in accordance the proposed sum of \$164,560.00.

**FINANCIAL CONSIDERATIONS:**

Funding for the upgrades will be paid through Fund 60.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the Entec Services proposal in the amount of \$164,560.00 as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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



March 22, 2024

Kent Metzger  
Decatur Public School District #61  
101 West Cerro Gordo  
Decatur, IL 62523

Re: Hope Academy Control Upgrade Proposal

Dear Kent,

We propose to furnish the labor and material to upgrade the existing Honeywell controls and add to the existing Delta Controls Building Automation System. This proposal includes the following scope of work:

**Control Upgrade**

1. Replace the existing Honeywell control system with a Delta Controls DDC system for the following systems:
  - (6) AHU's
    - i. Furnish and install new DDC controller for each Air Handling Unit. (AHU)
    - ii. Replace the existing temperature sensors with new sensors that are compatible with the Delta Controls system.
    - iii. Reuse the existing damper actuators, valves, pressure sensors, humidity sensors, CO2 sensors, low temperature detectors, etc. that are compatible with the Delta Controls system.
  - (84) Variable Air Volume Terminal Units. (VAV)
    - i. Furnish and install new DDC controller w/integral damper actuator to replace each existing VAV controller.
    - ii. Furnish and install new supply air temperature sensor.
    - iii. Replace existing space temperature sensor.
  - (16) Fan Coil Units. (FCU)
    - i. Furnish and install new DDC controller to replace the existing factory controller for (11) FCU's. (Some FCU's serve the same space and can be controlled by a single controller.)
    - ii. Furnish and install new supply air temperature sensor.
    - iii. Replace existing space temperature sensor.
2. Furnish engineering, programming and system startup.
3. Create graphics and install on existing server.

**This proposal does not include:**

- Conduit and wire. (Existing conduit and wire will be reused.)
- Existing control devices not listed above. (Devices will be reused.)
- Overtime labor. (Work will be performed during normal working hours.)

**Labor Assistance:**

Decatur Public School will provide a man to assist with the control upgrade. The DPS employee will assist with the following tasks:

- Demolition of existing control devices.
- Installation of new control devices.
- Installation of wire as needed.

The following assumptions were used in arriving at the labor credit:

1. Work will be performed over full 8-hr. days. (Partial days will result in increased costs and less labor credit.)
2. DPS employee will be dedicated to this project on the days scheduled and will not be responding to other issues that could limit work productivity.
3. DPS employee has general knowledge of control systems and can perform the work assigned.

AHU Scope:

- Demo existing AHU sensors.
- Install new AHU sensors.

VAV scope:

- Demo existing VAV controller and sensors.
- Install new VAV controller and sensors.
- Install new wire for DAT sensor.

FCU scope:

- Demo existing FCU controller and sensors.
- Install new FCU controller and sensors.
- Install new wire for DAT sensor.

**Proposed Amount: \$164,560.00**

**Note: In the event assumptions differ from actual installation results, we reserve the right to negotiate an adjusted labor credit.**

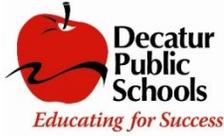
Please contact me if you have any questions or would like to discuss this proposal further. We appreciate the opportunity to serve you.

Sincerely,

ENTECS SERVICES, INC.



Terry D. Setterlund  
Vice President, Control Sales



## Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject: Renewal</b> Contract for Tyler Technologies Cloud-based School ERP (Infinite Visions)
<b>Initiated By:</b> Dr. Mike Curry, Chief Operations Officer	<b>Attachments:</b> Tyler Technologies Invoice
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent	

**BACKGROUND INFORMATION:**

Tyler Technologies School ERP Pro Software manages the day-to-day and year-to-year financial data and workflow processes for the Operations Department including the business office, payroll, and human resources. In FY24, the District moved from a locally hosted structure to a cloud-based hosting structure.

**CURRENT CONSIDERATIONS:**

The renewal cost for FY25 is \$117,688.25.

**FINANCIAL CONSIDERATIONS:**

The contract for FY24 is currently \$112,065.00 and includes the burden of cyber safety and back-up history falling on the vendor. The cost of renewal for FY25 will be \$117,668.25 which is an increase of 5.02 %. This fee will be paid in July and be expensed from the FY25 Budget.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the renewal of Tyler Technologies School ERP Pro Cloud-based Solutions Agreement for FY25 in the amount of \$117,668.25 as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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



**Remittance:**  
 Tyler Technologies, Inc  
 (FEIN 75-2303920)  
 P.O. Box 203556  
 Dallas, TX 75320-3556

# Invoice

Invoice No	Date	Page
025-462392	05/01/2024	1 of 1

**Questions:**  
 Tyler Technologies- Local Government  
 Phone: 1-800-772-2260 Press 2, then 2  
 Email: ar@tylertech.com



Bill To: DECATUR SCHOOL DISTRICT 61  
 ATTN: ACCOUNTS PAYABLE  
 101 WEST CERRO GORDO STREET  
 DECATUR, IL 62523

Ship To: DECATUR SCHOOL DISTRICT 61  
 101 WEST CERRO GORDO ST.  
 DECATUR, IL 62523

Cust No.-BillTo-ShipTo	Ord No	PO Number	Currency	Terms	Due Date
48855 - 12645 - MAIN	194328		USD	NET30	05/31/2024

Date	Description	Units	Rate	Extended Price
Cycle: Start: 01/Jun/2024, End: 31/May/2025				
	School ERP Pro Annual Fees	1		\$117,668.25
	Warehouse			
	Accounting			
	Applicant Tracking Interface			
	Human Resources			
	Info-Link			
	iVisions Employee Reimbursement Module			
	Substitute Calling System LEAVE Interface			
	Substitute Calling System TIME WORKED Interface			
	Timecard Interface			

ACCOUNTS  
 APR 22 2024  
 PAYABLE

<p><b>**ATTENTION**</b>          Order your checks and forms from          Tyler Business Forms at 877-749-2090 or          tylerbusinessforms.com to guarantee          100% compliance with your software.</p>	Subtotal	117,668.25
	Sales Tax	\$0.00
	Invoice Total	117,668.25



# Board of Education Decatur Public School District #61

<b>Date:</b> May 28, 2024	<b>Subject:</b> Three (3) Panel Scout Custom Surveillance Mobile Trailer
<b>Initiated By:</b> Valdimir Talley, Safety and Security Administrator	<b>Attachments:</b> Quotation 123002288
<b>Reviewed By:</b> Dr. Rochelle Clark, Superintendent, Dr. Larry Gray, Assistant Supt. of T&L, Dr. Michael Curry, Chief Operational Officer, and Dr. Mary Ann Schloz, Assistant Director of Finance, Grants and Special Projects	

**BACKGROUND INFORMATION:**

During the 2023 Turkey Tournament, the Safety and Security Department observed lighting and security gaps at exit points for students and visitors. Similar gaps have been observed at other District properties. A resolve for the gap is the deployment of mobile surveillance units (MSU) that will capture area activities and are easy to maneuver to a variety of locations for or in the course of specialized events.

A mobile security unit or security trailer, is a specialized vehicle equipped with light and advanced camera technology designed for the purpose of monitoring and gathering information in a mobile environment. Additional to lights and cameras, the equipment has eco-friendly cutting-edge solar panels with a reliable battery backup system for uninterrupted camera feeds.

**CURRENT CONSIDERATIONS:**

The device may be deployed at both District day or evening activities to address unique needs which would include the Hall of Fame (EHS v MHS) contest, the basketball Turkey Tournament, Graduation ceremonies, National Night Out (NNO) and similar community partner programs, and special community activities conducted on school properties. Given the escalating number of incidents of violence in District schools and the community, Safety and Security has become aware of the critical role technology plays in addressing urgent matters. This emphasizes the need for our active involvement to enhance District exterior environments by providing comprehensive security measures that ensure the well-being of our stakeholders. The trailer will have added light capacity, cameras will be looped into our existing camera system, and will have a solar array for power with a gas generator back-up. This will allow for events to continue post COVID-19, responding to the increase of Social and Emotional Learning (SEL) issues our students have faced knowing that there is an increase in violence, and the need for socialization.

**FINANCIAL CONSIDERATIONS:**

This program will be funded in its entirety through ESSER III for **\$62,182.00**.

**STAFF RECOMMENDATION:**

The Administration respectfully requests that the Board of Education approve the Three (3) Panel Scout Custom Surveillance Mobile Security Trailer quote from BeckTech in the amount of \$62,182.00 as presented.

**RECOMMENDED ACTION:**

- Approval
- Information
- Discussion

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



Beck Tech Inc.  
 645 S. Franklin St.  
 Decatur, IL 62521  
 Phone: 217-428-7000  
 Fax:

**QUOTATION**

**123002288**

**Bill To:**

Decatur Public School Dist.  
 101 W Cerro Gordo  
 Decatur, IL 62523

**Ship To:**

Decatur Public School Dist.  
 101 W Cerro Gordo  
 Decatur, IL 62523

**Contact:** Val Talley  
**Contact #:** 217-362-3059  
**Email:** vtalley@dps61.org

Date: 05/10/2024 Customer Rep: Eric Smith

Terms: Payment Upon Receipt

Qty	Description	Unit Price	Extended
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**DUE TO COVID 19 RESTRICTIONS CAUSING SO MUCH MARKET VOLATILITY, CERTAIN ELECTRONIC EQUIPMENT MAY HAVE SIGNIFICANT SHIPMENT DELAYS OR MAY BE UNAVAILABLE WITHOUT ANY INFORMATION ABOUT FUTURE AVAILABILITY. BECK TECH WILL DO EVERYTHING POSSIBLE TO EXPEDITE ANY AND ALL PRODUCTS/SERVICES. HOWEVER, WITH MULTIPLE VENDORS/MANUFACTURER'S HAVING SIMILAR DELAYS, MUCH OF THIS IS OUT OF OUR CONTROL. WE ARE ADVISING ALL ALL CUSTOMERS TO PLACE THEIR ORDERS IMMEDIATELY TO HELP ENSURE THAT THEIR PRICES ARE LOCKED IN AND DELIVE OF EQUIPMENT CAN BE GUARANTEED TO BE HERE ON TIME. DUE TO THIS EXTREME MARKET VOLATILITY WE CAN NO LONGER HOLD PRICING ON QUOTATIONS. BEFORE WE FINALIZE ANY QUOTATION WE WILL DO A MARKET CHECK TO INSURE AVAILABILITY AND FINAL PRICING. WE APPRECIATE YOUR UNDERSTANDING DURING THESE DIFFICULT TIMES.**

*50% down, 50% upon delivery*

1	3 Panel Scout Custom Trailer	62,182.00	62,182.00
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Solar Array: 3 premium 435w Solar Panels  
 6- Robust 200AH Gel batteries configured at 12V DC to store up to 14,400W-H of power  
 35A MPPT Controller  
 Backup Power: Gas Generator with AC220V/110v Output Compliant with EPA Standards  
 Durable Steel, manually operated Square telescopic Mast (Extends up to 31 feet)  
 Full battery Charge with in 7 hours  
 Secure Network Gateway with Ethernet/ Wifi Connectivity safeguarded by an Armored Tunnel  
 ICYPHER NVR, rugged IP65, vibration tested, Continuous Recording up to 60 days  
 Attachment up to 6 camera devices  
 Yellow Strobe Lights in Camera Head/ Scout Body  
 3 Door Contact Sensors  
 CCTV LED Mounting Box + 2 LED 150w Lights

3 yr bumper to bumper Warranty. Does not include Acts of God, negligence, or normal wear and tear.

6-8 Lead times

Customer responsible for the following:  
 Cellular SIM card and monthly cost of



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Qty	Description	Unit Price	Extended
	data AVA Camera integration		
3	AVA AWARE LICENSE 1 YR	0.00	0.00
2	4X8MP, WDR, 360 degree max field of view, Lightcatcher, 3.3-5.7MM,	0.00	0.00
2	Outdoor pendant mount adapter. For use with the H5A Multisensor	0.00	0.00
2	Dome bubble & cover for outdoor surface or pendant mnt clear. Use with H5A multisensor	0.00	0.00
2	Avigilon IR Ring, up to 30m with use of dome cover	0.00	0.00
3	Gigabit 802.3bt 60 W PoE Injector, Indoor, single port	0.00	0.00
2	Wall Mount for large pendant camera	0.00	0.00
1	CAM,H6APTZ,Pendant,4MP,30X,Mic	0.00	0.00
1	Pendant wall arm, 1.5" NPT female, 20 cm (7.8") long	0.00	0.00
1	Installation Camera system Beck Tech coordination, delivery, optimization and training with customer.	0.00	0.00

Customer responsible for AVA integration and the IT networking to bring cameras into the cloud connectors.



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Qty	Description	Unit Price	Extended
-----	-------------	------------	----------

Costs for Premium wages are not included in this proposal. Beck Tech's standard working hours are 8am to 5pm, Monday through Friday excluding holidays. Use of this quotation is based upon the understanding that Beck Tech, a Barbeck Company has necessarily assumed certain conditions in order to arrive at its best estimate for doing the work. In the event that actual conditions vary significantly from our assumptions made at the time of the quotation, then a fair adjustment to the price is expected.

These include but are not limited to:

- Physical conditions significantly different that could not be determined from a reasonable inspection of the Worksite and/or information supplied by customer.
- Inability to start or have reasonable uninterrupted access for Beck Tech until work is completed.
- Reasonable prompt resolution of any questions that may arise in the course of the work, including necessary approvals by the customer or its agents.
- Terms are AS STATED ON THE INVOICE and late charges will be assessed for invoices paid outside of terms.

Thank you for the opportunity to offer this estimate. Please contact us at our main office if you have questions at 217-428-7000.

Subtotal : \$62,182.00  
Applicable taxes are not included

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

PO Number: \_\_\_\_\_

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



# Diversity & Inclusion Important Dates

## May 2024

May is: Asian American & Pacific Island Heritage Month, Better Hearing & Speech Month, Haitian Heritage Month, Indian Heritage month, Jewish-American Heritage Month,

Wednesday & Thursday the 1st & 2nd The Twelfth Day of Ridvan

Sunday the 5th                      Cinco de Mayo

Wednesday the 8th                Time of Remembrance & Reconciliation for those who lost heir lives during WII

Tuesday 21st                      World Day for Cultural Diversity of Dialogue & Development

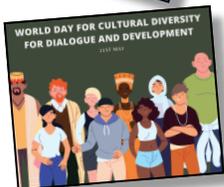
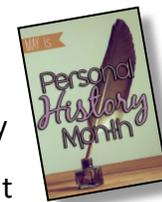
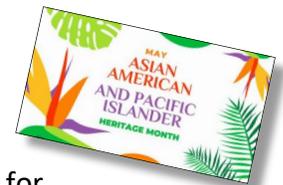
Wednesday the 22nd              International Day for Biological Diversity

Friday the 24th                    Declaration of the Bab in Shiraz, Shavout

Monday the 27th                   Memorial Day

Tuesday the 28th                Last attendance day of School

Wednesday the 29th              Ascension of Baha'u'llah





# Diversity & Inclusion Important Dates

## June 2024

June is: Men's Health Awareness, African American Music, Caribbean American Heritage, Pride Month, Alzheimer's & Brain Awareness, National Migraine & Headache Awareness, National PTSD Awareness, Professional Wellness Month

June 1-7 is National CPR & AED Awareness Week, Stepparents' Week, June 10-16 is National Men's Health Week, June 13-19 is National Nursing Assistants Week, June 17-23 is Animal Rights Awareness Week

Sunday the 2nd	Indian Citizenship Act of 1924
Sunday the 2nd	National Cancer Survivors Day
Thursday the 6th	D-Day (80th Anniversary)
Friday the 7th	World Caring Day
Sunday the 9th	Race Unity Day
Wednesday the 12th	Loving Day
Friday the 14th	National Flag Day (USA)
Friday the 14th	World Blood Donor Day
Saturday the 15th	World Elder Abuse Awareness Day
Sunday the 16th	Father's Day
Sunday the 18th	International Day of Countering Hate Speech
Wednesday the 19th	Juneteenth
Saturday the 22nd	Windrush Day
Sunday the 23rd	United Nations Public Service Day
Thursday the 27th	National HIV Testing Day
Thursday of 27th	National PTSD Awareness Day

