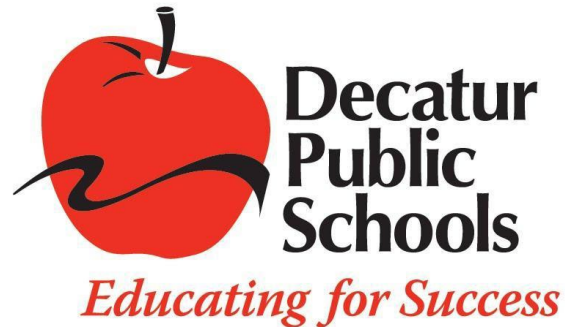
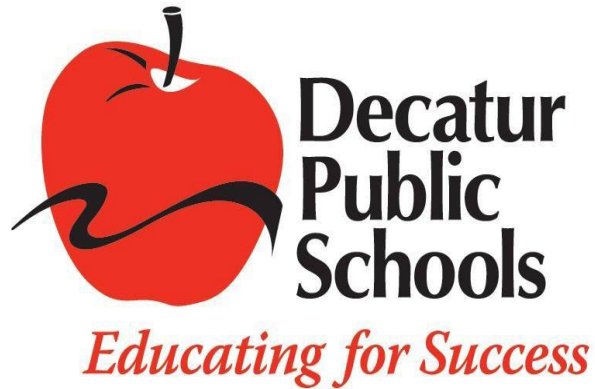


**Decatur Public School District 61
101 West Cerro Gordo Street
Decatur, Illinois 62523**



**Student Code of Conduct
And
Parent Handbook
2025-2026**



Student Code of Conduct and Parent Handbook 2025-2026

Adopted by the Board of Education

July 27, 1999

Revision June 10, 2025

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 2025-2026 school year are:

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

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

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

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

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

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

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

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

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

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

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

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

Decatur Public Schools Check Policy

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

Emergency Phone Contact

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

Health Requirements

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

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

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

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

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

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

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

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

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

Magnet and Montessori Schools

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

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

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

Cafeteria Services

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

Transportation

For student transportation information, or to make special arrangements or address changes concerning your child's transportation, **please contact the school** that your child attends. DO NOT call the bus company or the Keil building—all changes **MUST** go through your school office. Changes made during the course of the school year require a minimum of three days to become effective. Parents may be required to provide transportation for the student to and from school during this time.

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

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

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

School Bus Safety Rules

- a. Be aware of moving traffic and pay attention to your surroundings.
- b. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- c. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- d. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
- e. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- f. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPads, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
- g. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- h. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
- i. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- j. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- k. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
- l. Never run back to the bus, even if you dropped or forgot something.

Audio/Video Recording on the Bus

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

ATTENDANCE & TRUANCY

Definitions

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

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

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

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

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

Truancy

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

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

- Parent-teacher conferences
- Attendance Intervention Plans
- Student and/or family counseling
- Information about community agency services

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

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

Absence Notification

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

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

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

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

Excused Absence Criteria:

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

- 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 Care/Transition. An attendance contract will be modified at the building level.
- 4. After 15 tardies, a parent meeting will be held regarding potential implementation of interventions and consequences of continued tardiness to school. Students will receive a letter home, and 2 days in Care/Transition.

Homebound Instruction

Home services may be provided to a student if that student has a medical condition and whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school for a minimum of 10 days or more, or on an intermittent basis due to a medical condition. Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. (Students on Home Study are not allowed to take Driver's Education and/or Behind the Wheel.)

Visitors to the School

A visitor to the school is defined as any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, be screened through the Raptor system, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Marijuana and Other Odors

Effective July 1, 2025, Individuals that visit our schools and smell of Marijuana or other offensive, distracting, and or noxious odors, will be asked to leave the premises. Marijuana has an odor that can cause/trigger allergic reactions, make others sick from long term exposure, affect indoor air quality, and potentially have cancer-causing chemicals that put our students, staff, and others at risk.

School-aged students that come to school that smell like marijuana, or other offensive, distracting, and/or noxious odors will be asked to call home for a change in clothing or picked up from school so he/she can change clothes. When a student smells of marijuana or other offensive, distracting, and/or noxious odors, it can be distracting for them and others in the classroom which impedes learning. Our goal is, and will continue to be, providing an atmosphere that is safe and conducive to learning.

**** Individuals that use marijuana for medicinal purposes will need to provide a medical card upon requests.*

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, 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. 2nd 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. 2nd 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 accommodations pursuant to Section 504 of the Rehabilitation Act shall be determined by the student's educational team.

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

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

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

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

Attendance

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

Retention

All retained students will receive a Personal Learning Plan, which is developed by the student's school along with the student's parent/guardian. Grade cycles include grades K-3, grades 4-6, grades 7 and 8. Students Turning 15 on or before September 1st (Age Cycle 15): If the student is 15 years old on or before September 1st 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). The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions for the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term *children with disabilities*, as used in this policy, means children between ages of 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) *Special Education* rules, that special education services are needed. Children with disabilities who turn 22 years old during the school year are eligible for such services through the end of the school year. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

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

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

Section 504 Rights

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

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

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

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Part 104. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. The services of an interpreter, for parents/guardians who are deaf or do not typically communicate using spoken English and who participate in a Section 504 meeting. 105 ILCS 5/14-6.01.
3. A free appropriate public education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.
4. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.
5. A placement in the least restrictive environment to the maximum extent appropriate to meet the student's needs. 34 C.F.R. §104.34.
6. Facilities, services, and activities comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
7. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.35.
8. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35(b) as to validation, administration, areas of evaluation, etc. The District shall consider
9. information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35(c).
10. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parents/guardians and persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35(c).
11. Periodic reevaluation of students who have been provided special education and related services. 34 C.F.R. §104.35(d).
12. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
13. Examine relevant records. 34 C.F.R. §104.36.
14. An impartial hearing regarding the student's identification, evaluation, or educational placement including an opportunity for parental participation in the hearing and representation by an attorney, and a review procedure. 34 C.F.R. §104.36.
15. File a grievance under Board policy 2:260, *Uniform Grievance Procedure*, regarding any complaints that allege action prohibited by Section 504.
16. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504

coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

17. File a complaint with the Office of Civil Rights. The Office of Civil Rights may be contacted at:
 - a. U.S. Department of Education
40 Maryland Avenue, SW
Washington, D.C. 20202
www.ed.gov

Accommodating Individuals with Disabilities

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

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

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

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

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

Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting. Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

English Learners

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.

8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

Parent Involvement

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

GRADUATION INFORMATION

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

High School Graduation Requirements

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

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

English	English I English II 2 Credits - English elective	4 credits
Mathematics	1 credit – Algebra 1 1 credit – Geometry	3 credits
Science	1 credit - Life Science 1 credit - Physical Science	2 credits
Social Studies	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

World Languages, or Art, or Music, or Vocational Education		1 credit
Physical Education or Waiver	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
Consumer Education	Depends on the specific course: <ul style="list-style-type: none"> • 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
Electives	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;
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 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 8th 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 1st 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 (8th) semester of PE will be waived under those circumstances.

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

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

Graduation Honor Requirements – (determined after 7 semesters)

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

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

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

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

Cum Laude (Must meet all of the following criteria)

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

Gold Delta

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

Orator

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

Graduation Speakers

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

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

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

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

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

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

Re-Enrollment

Re-enrollment shall be denied to any individual 19 years of age or older who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, 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 Section 504 of the Rehabilitation Act.

Student Identification

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

GIFTED EDUCATION

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

Gifted identification takes place towards the end of second grade. FastBridge is the Universal Screener assessment used to screen students recommended for additional gifted testing. Students scoring in the 80th 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, 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; (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 (high school) and www.iesa.org (middle school).

5. If a student’s attendance center is determined by a health or psychological problem, the student will become eligible for athletics immediately if within the first ten (10) days of a semester, or within one calendar month following the date of a transfer later in the semester.
6. A student seeking admission into the Decatur Public Schools must meet all eligibility prerequisites as mandated by State law; and must also present a completed good standing form from the school from which the student is transferring.

Students who are not in good standing are covered under Board Policy 7:50, and must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into Decatur Public Schools. Students transferring into Decatur Public Schools not in good standing shall be referred to Student Services.

7. A student with a health or psychological problem may attend another school when recommended by a physician and approved by Student Services.
8. When a student is placed in a special education program, the Individual Education Plan (IEP) may limit the type of school facility which the student can attend. Normally, the student will attend the section of the appropriate program which is closest to his/her home. Exceptions may be made in unique situations determined by the student's IEP or in cases where there is no space available in the closest section.

Homeless Children

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

You have the right to:

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

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

Procedure for School Problems

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

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

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

Teacher and Paraprofessional Qualifications Notification

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

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

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

Resolution on Racism

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

School Student Records

The principal is the official records custodian of each school. Student records are maintained at the school of last attendance until five (5) years after the student transfers, graduates, or permanently withdraws. 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, health record, record of release of permanent record information, scores received on all State assessment tests administered at the high school level (grades 9 through 12), and may also consist of records of awards and participation in school-sponsored activities. No other information will be placed in the student permanent record. The permanent record will be kept for 60 years after transfer, graduation or permanent withdrawal (ISSRA, Section 2(e); Section 4(e)).
2. "Student Temporary Record" means all information contained in a school student record but not contained in the student permanent record. Such information may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, teacher evaluations, and other information of clear relevance to the education of the student, all subject to regulations of the State Board. The information shall include information provided under Section 8.6 of the Abused and Neglected Child Reporting Act. In addition, the student temporary record shall include information regarding serious disciplinary infractions that resulted in expulsion, suspension, or the imposition of punishment or sanction. For purposes of this provision, serious disciplinary infractions means: infractions involving drugs, weapons, or bodily harm to another. (ISSRA, Section 4(f)).
3. Parents/legal guardians have the right to:
 - a. Inspect and copy all permanent and temporary records within a reasonable time and in no case later than ten (10) business days after the date of receipt of such request by the official records custodian. The time for response may be extended by the school district by not more than five (5) business days from the original due date for any of the following reasons: (1) the requested records are stored in whole or in part at other locations than the office having charge of the requested records; (2) the request requires the collection of a substantial number of specified records; (3) the request is couched in categorical terms and requires an extensive search for the records responsive to it; (4) the requested records have not been located in the course of routine search and additional efforts are being made to locate them; (5) the request for records cannot be complied with by the school district within the time limits prescribed by subsection (c) of this Section without unduly burdening or interfering with the operations of the school district; or (6) there is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district or among 2 or more components of a public body or school district having a substantial interest in the determination or in the subject matter of the request. A student shall have the right to inspect and copy his/her school student permanent record. The school charges for copies unless the student is unable to pay. No parent or student shall be denied a copy of school student records due to inability to bear the cost of such copying (ISSRA, Section 5(d)).

- b. Have present at the option of either the parent or the school, a qualified professional, who may be a psychologist, counselor, or other advisor, and who may be an employee of the school or employed by the parent, to interpret the information contained in the student temporary record.
 - c. Challenge the accuracy, relevance or propriety of any entry in the school student records, exclusive of academic grades and references to expulsions or out-of-school suspensions, by requesting a hearing with the school.
 - (i) The request for a hearing shall be submitted in writing to the school and shall contain notice of the specific entry or entries to be challenged and the basis of the challenge.
 - (ii) An informal conference will be held within fifteen (15) school days of receipt of the request for a hearing.
 - (iii) If the challenge is not resolved by the informal conference, a formal hearing shall be initiated no later than fifteen (15) days after the informal conference, unless an extension of time is agreed upon by the parents and school officials.
 - d. File a complaint with the US Department of Education concerning alleged failure by the District to comply with the requirements of the Family Educational Rights and Privacy Act. The address is Student Privacy Policy Office, USDOE, 400 Maryland Avenue, SW, Washington D.C. 20202-8520.
4. No school student records or information contained therein may be released, transferred, disclosed, or otherwise disseminated, except as follows:
- a. to a parent or student or person specifically designated as a representative by a parent (ISSRA, Section 6(a)(1));
 - b. to an employee or official of the school or school district or the State Board of Education with a current demonstrable educational or administrative interest in the student, in furtherance of such interest (ISSRA, Section 6(a)(2));
 - c. to the official records custodian of another school in which the student has enrolled or intends to enroll, provided that the parent receives prior written notice of the nature and substance of the information to be transferred and opportunity to inspect, copy, and challenge such information. If the address of the parents is unknown, notice may be served upon the records custodian of the requesting school for transmittal to the parents. Such services shall be deemed conclusive and ten (10) school days after such service, if the parents make no objection, the records may be transferred to the requesting school (ISSRA, Section 6(a)(3); Rules, Section 375.70(a));
 - d. to any person for the purpose of research, statistical reporting, or planning, provided that such research, statistical reporting, or planning is permissible under and undertaken in accordance with the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
 - e. pursuant to a court order, provided that the parent shall be given prompt written notice upon receipt of such order of the terms of the order, the nature, and substance of the information proposed to be released in compliance with such order, and an opportunity to inspect, copy, and challenge the contents of the school student records (ISSRA, Section 6(a)(5); Rules, Section 375.70(c)(3));
 - f. to any person as specifically required by state or federal law, provided that such person shall provide the school with appropriate identification and a copy of the statute authorizing such access and the parent receives prior written notice of the nature and substance of the information to be released and an opportunity to inspect, copy, and challenge such information. If the release of information relates to more than 25 students, such prior notice may be given in a local newspaper of general circulation or other publication directed generally to parents (ISSRA, Section 6(a)(6); Rules Section 375.70(b));
 - g. to juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. For purposes of this Section "juvenile authorities" means: (i) a judge of the circuit court and members of the staff of the court designated by the judge; (ii) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys;

- (iii) probation officers and court-appointed advocates for the juvenile authorized by the judge hearing the case; (iv) any individual, public or private agency having custody of the child pursuant to court order; (v) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (vi) any potential placement provider when such release is authorized by the court for the limited purpose of determining the appropriateness of the potential placement; (vii) law enforcement officers and prosecutors; (viii) adult and juvenile prisoner review boards; (ix) authorized military personnel; (x) individuals authorized by court. (ISSRA, Section 6.5)
 - h. subject to regulations of the Illinois State Board of Education in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons, provided that the parents are notified no later than the next school day after the date that the information released, the date of release, the person, agency or organization receiving the information, and the purpose of the release (ISSRA, Section 6(a)(7); Rules, Section 375.60);
 - i. to any person with the prior specific, dated and written consent of the parent designating the person to whom the records may be released and the designated records or designated portions of the information to be released.
5. In accordance with the Family Educational Rights and Privacy Act (FERPA) and ISSRA, directory information may be disclosed without prior notice or consent unless the parent/guardian or eligible student notifies the Records Custodian or other official in writing, before October 1 of the current school year, that he/she does not want any or all of the directory information disclosed. Directory information includes:
- a. Identifying information: student's name, address, grade level, birth date and place, parents' names, mailing addresses, electronic mail addresses, and telephone numbers;
 - b. Photographs, videos, or digital images used for informational or new-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs, except that:
 - (i) No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable (see 765 ILCS 1075/30); and
 - (ii) No image on a school security video recording shall be designated as directory information;
 - c. Academic awards, degrees, and honors;
 - d. Information in relation to school-sponsored activities, organizations, and athletics;
 - e. Major field of study; and
 - f. Period of attendance in the school.

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

Sex Equity

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

Sexual Harassment Policy

Sexual harassment is prohibited. The District shall respond to complaints of sexual harassment consistent with Board Policy 2:265.

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

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 1st 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).

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.

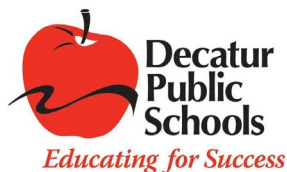
Extracurricular and Co-Curricular Activities

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

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 behavior standards.

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

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.

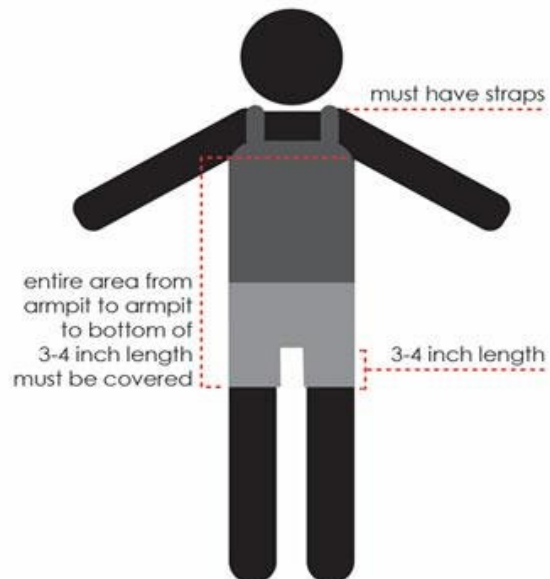
Students suspended from the school bus who do not have alternate transportation to school shall have the opportunity to complete make up work for equivalent academic credit. It is the responsibility of the parent/guardian to notify the school that the student does not have alternate transportation.

Student Dress Code (K-12th 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.

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety.

Students that come to school that smell like marijuana or other offensive, distracting, and/or noxious odors will be instructed to call home for a change in clothing or picked up from school so he/she can change clothes

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

ADMINISTRATIVE PROCEDURES

The Board of Education believes that its primary goal is to prepare students to be productive, contributing members of the society through education. The Board encourages the most effective use of educational strategies and techniques to achieve this goal. It is within this spirit that the Code of Conduct was created to address students' behavior in and around the school as well as during school-related functions. The Code outlines specific behaviors that are both disruptive to the educational process and/or illegal and subject to disciplinary action.

The Board recognizes that conduct is learned, and acceptable conduct, like its academic counterpart, can be taught. While disruptive conduct will not be tolerated, the Board encourages the use of educational interventions to correct the unacceptable behavior. The corrective actions taken will also be guided by preventative and educational objectives. Finally, the Board is committed to creating an environment that is safe for students and staff, and promotes learning.

The Decatur Public School District 61 considers habitual, disruptive behavior unacceptable. In most cases, discipline practices and procedures (violations and consequences) will be followed.

Threats to school safety is defined as acute or pervasive behaviors which provoke fear and intimidation. A threat constitutes any intimidating behavior towards students and/or staff which causes a fear of injury and/or harm. Threats will not be allowed or tolerated. Threatening behaviors will be dealt with immediately and appropriate consequences will be administered.

Should severe or repeated misbehavior occur, the building administrator reserves the right to administer appropriate discipline in alignment with the range of administrative consequences/interventions.

Hard & Soft Lockdown

The lockdown of a school is not a form of student discipline. Lockdowns are used when there is danger in or near the school and students and staff need to be protected from danger. A lockdown involves securing doors and windows in an attempt to keep intruders from gaining access to staff and students. In the event of a preventative or SOFT LOCKDOWN, exterior doors are secured and no one is allowed in or out of the building; however, the routine of the school is maintained (or may be restricted) consistent with an external threat (such as a robbery at a nearby facility, suspicious activity in an area, gas leak at a nearby facility, etc). In the event of a full or HARD LOCKDOWN, there is a total cessation of school activity, no teaching, students seek shelter, classrooms are locked or doors closed, silence is maintained in the building, no one is allowed in or out of the building. Hard lockdowns are normally reserved for serious security situations.

Hold in Place

Hold in Place will be used if we need to keep all staff and students in the classroom for a short period of time. It differs from a lockdown as there is no immediate danger for any staff or students. Example: There is an escalated student being escorted in the hallway, he/she is knocking posters off the wall, shoving furniture as they walk. We call a place and hold for the building until we get that student to a safe place.

Alternative Education

Decatur Alternative Education (DAE) is a DPS facility that offers progressive intervention in assisting students who may require a more structured environment. The Decatur Public School District utilizes DAE for grades K-12, Milligan Academy for grades 6-12, and Futures Unlimited for high school. Milligan and Futures are Regional Office of Education programs that require approval from the ROE for student placement. Students will be eligible for recommendation after the schools have exhausted available and appropriate interventions at the building level. All recommendations are reviewed by the Director of Student Services to determine approval and length of time, as well as assist in establishing interventions upon transition. The mission of these services is to implement quality behavioral and instructional practices in a small class environment. Interventions are geared towards social development so students may achieve academic and behavioral success. Students in these programs will have the opportunity to return to their respective learning environment upon completion of their Plan of Success. Student placement is on an individual basis based on student need and/or BOE placement.

Students eligible for this program whose parent(s)/guardian(s) do not consent to placement in the program are subject to all disciplinary procedures contained in Parts A-D below.

Part A

EXPULSION HEARINGS AND BOARD SUSPENSION REVIEW HEARINGS

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student shall be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall include:
 - a) The time, date, and place for the hearing.

- b) What will happen during the hearing.
 - c) The specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d) A statement that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - e) Ask that the student or parent(s)/guardian(s) or attorney inform the District if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the School Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
 3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
 4. If the Board acts to expel the student, its written expulsion decision shall:
 - a) Detail the specific reasons why removing the student from his or her learning environment is in the best interest of the school.
 - b) Provide a rationale for the specific duration for the recommended expulsion.
 - c) Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d) Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
 5. Upon expulsion, the District may refer the student to appropriate and available support services.

Part B

DISCIPLINE AND SUSPENSION PROCEDURES AND NOTIFICATION
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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;
 - a) Information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - b) Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - c) 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
 - d) 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 an expedited due process hearing pursuant to the Special Education Rules and Regulations and the procedural safeguards of the IDEA. The parent will be informed of their procedural safeguards.
3. No later than ten (10) school days after the decision to suspend the student for an aggregate of more than 10 school days, the District shall convene a meeting to review the relationship between the student's disability and the behavior subject to the disciplinary action, in accordance with the provisions described in Paragraphs 2 – 4 below. In addition to reviewing whether the conduct is a manifestation of the student's disability, the team shall also review and, if appropriate, modify the student's behavior intervention plan. If there is no behavior intervention plan in place, the District shall conduct a functional behavioral assessment and develop a behavior intervention plan to address the behavior.

Special Education Expulsion Procedures

1. Prior to making a recommendation to expel a special education student, the authorized administrator will convene a Manifestation Determination Review (MDR) to determine whether the student's act of gross disobedience/misconduct is a manifestation of his/her disability.
2. At the Manifestation Determination Review, the MDR team shall include the members of the student's IEP team and other qualified personnel, including, but not limited to, the authorized administrator familiar with the act of misconduct.
3. In carrying out the Manifestation Determination Review, the team shall consider, in terms of the behavior subject to the disciplinary action, all relevant information, including:
 - (a) Evaluation and diagnostic results, including relevant information supplied by the parents;
 - (b) Observations of the student; and
 - (c) The student's IEP and placement.
4. The team shall make the following determinations regarding whether the student's conduct was a manifestation of his/her disability:

- Was the misconduct caused by, or did it have a direct and substantial relationship to, the student's disability? OR
 - Was the misconduct the direct result of the LEA's failure to implement the IEP?
5. If, at the manifestation review conference, it is determined that the behavior of the student was a manifestation of his/her disability, the authorized administrator will not recommend expulsion. The IEP team shall:
- conduct a functional behavioral assessment and implement a Behavioral Intervention Plan (BIP), provided that the school district had not already conducted such an assessment prior to the determination of the behavior that resulted in the change of placement,
 - In the situation where a BIP is in place, review it and/or modify the plan as necessary to address the behavior; and
 - Return the student to the placement from which he/she was removed, unless the parents and District agree to a change in placement, except when the student has been removed to an interim alternative education setting for drugs, weapons, and/or serious bodily injury.
6. If, at the manifestation review conference, it is determined that the behavior of the student was not a manifestation of his disability, the authorized administrator may recommend expulsion to the Board. The expulsion notice to the parents/guardians sent pursuant to Expulsion Notification under Expulsion Hearings and Board Suspension Review Hearings, will also include three (3) additional statements that:
- (a) The parents are entitled to all rights provided under the IDEA and those set forth in the Special Education Rules and Regulations, as available to the parents from the School District. A copy of parents' rights shall be included with the notice of the expulsion hearing.
- (b) In addition to issues regularly determined at an expulsion hearing, the authorized administrator must present evidence that the manifestation review team met and concluded that the student's misconduct was not a manifestation of his disability, which shall be duly noted by the Board of Education.
- (c) The administration shall ensure that relevant special education and disciplinary records of the student are transmitted for consideration by the Board of Education.
7. If a special education student is expelled from school in accordance with the procedures set forth above, the District shall convene an IEP meeting to develop an educational program to deliver educational services to the student during such period of expulsion.

Special Education Disciplinary Actions

The following caveats apply to the items in the list: (1) Disciplinary actions must have no adverse effect on IEP goals and objectives; and (2) disciplinary actions must not be applied in a discriminatory manner.

Written Reprimand	Permissible.
Written Warning	Permissible.
Study Carrels	Permissible.
Restriction of Privileges(Social Probation)	Permissible.
Detention (lunch, recess, after school)	Permissible.
In-School Supervision	Permissible if supervised by certified special education teacher and/or if student's IEP is carried out.
Aversive Therapy/Devices	PROHIBITED.

Bus Suspension	Permissible. Counts as part of 10-day aggregate days of suspension if the child is unable to attend school because of the bus suspension.
Exclusion from Extracurricular Activities	Permissible as long as participation is not specifically required by the IEP.
Emergency Suspensions	Permissible for up to an aggregate of ten (10) consecutive school days if the procedures described in Section E are followed.
Suspension	Permissible for no more than ten aggregate school days per year if the procedures described in Part E are followed.
Alternative School Placement	Permissible as long as change of placement is made through regular IEP process.
Expulsion	Permissible if act of disobedience/misconduct is not a manifestation of the student's disability and if educational services are provided to the student.

Part D

SEARCHES OF STUDENTS AND STUDENT LOCKERS/SEIZURE OF PROPERTY

To maintain order and security in the schools, school authorities are authorized to conduct searches of school property and equipment. School authorities are authorized to conduct searches of students and their personal effects when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. "School Authorities" includes school liaison police officer. See the complete policy in Section II, Part D, of this document.

Part E

PROCEDURES FOR HANDLING MISCONDUCT ON BUS

1. A bus driver shall work with children to minimize misconduct on the bus.
2. If a student misbehaves on a bus, the driver may issue a Bus Misconduct Referral. A copy of the referral shall be given to the student, the school and the bus company. A representative of the bus company must report serious misbehavior to the principal or designee on the same day or in the morning of the next school day. Upon receiving a misconduct referral, the principal or designee shall make the determination of the action to be taken and shall notify the bus company and parents/guardian. (Parents/guardians shall be notified in writing. They shall be expected to sign the letter and return it promptly to the principal or designee.) Conduct resulting in a bus suspension of 1-10 days shall be determined at the discretion of the principal or designee. Conduct resulting in a bus suspension of greater than 10 days shall be determined at the discretion of the Board.
3. If the student's conduct is severe, the principal or designee may use any of the steps outlined under Section II, Part B, *Range of Administrative Consequences/Interventions*, in disciplining the student. The bus company and parents shall be notified of action taken.
4. Special education students who are removed from the bus and do not attend school because of the bus suspension will have these days counted as part of the ten (10) day limit.

The district is not responsible for the conduct of students at the city bus stop. This responsibility lies with the parents.

SECTION II

POLICIES AND PROCEDURES

Part A

GENERAL PROCEDURES

1. Students committing acts of gross disobedience/misconduct as defined herein may be disciplined in any manner provided in this policy, including detention, being assigned to intervention support in the CARE/Transition Room, suspension out of school, suspension from the school bus, or expulsion.
 - When a student is suspended from school, it is that student's responsibility to keep up with class assignments. Upon request, teachers will provide and will evaluate make-up work resulting from suspension, although in some cases (science experiments, for instance) alternate assignments may be provided.
 - Students suspended from school will be allowed to make up missed work for full credit. Request for missed work shall be made within 48 hours of a student's return from suspension. Student will be allowed up to 1 day for every day the student is suspended from school.
2. Teachers may remove disruptive students from the classroom by sending them to the office. Teachers may also detain students after school when parents are notified. The building administrator will develop a procedure for handling disruptive students when he or she is away from the building. This procedure shall be made known to the staff.
3. Before removing any student from the school or the school bus during the school day, the building administrator will make reasonable efforts to notify the parent or guardian. He or she will make reasonable efforts to ensure the safety of the student. The student may be retained until the end of the day unless parents, guardians or emergency contacts can be reached.
4. Teachers, other certificated educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.
5. If any employee is battered by a student, this process shall be followed:
 - Teacher files a written complaint with administration for a battery within two (2) days of the occurrence.
 - The administrator shall report the complaint to local law enforcement immediately after the occurrence of the attack, and to the Illinois' State Police Illinois Uniform Crime Reporting Program no later than three (3) days after the occurrence of the attack. (pg 35 of DEA contract: Article XII F).
6. The employee has the right to use such force as given by statute or court cases decided thereunder to protect himself/herself, another employee or student from physical assault or injury. Employees shall have Board assistance in any assault or battery cases which occur while the employee is performing his/her assigned duties. The Board assistance shall consist of utilization of corrective procedures. Upon written notification, the Superintendent or his/her designee, shall report all incidents of battery committed against employees to the local law enforcement authorities immediately after the occurrence of the attack. (pg. 36 of DEA contract: Article XII H).
7. Pursuant to an approved classroom/building/team discipline or management plan and the District student discipline policy, an employee may send a student to the building administrative office with the completed formal discipline referral form.

An administrator will process all discipline referrals (both major and minor) submitted by the employee (four-part form or an electronic form) within three days. At the elementary level,

the student shall not return to class for a minimum of one hour. At the secondary level, for non-tardy disciplinary referrals, the student shall not return to the class for the remainder of the class period. Written notification will be given to the employee prior to readmittance of the student to the class. Students may not return to class without written notification of the administrator's disposition. Every attempt to process the discipline referral will be made prior to sending the student back to the class. Guidelines are outlined in the Student Code of Conduct and subsequent actions will be consistent with such policy. (pg. 36 of DEA contract: Article XII L)

Part B

INTERNET and TECHNOLOGY USE POLICY

Acceptable Use

The use of DPS 61 technology resources is a privilege and not a right. The privilege of using the technology resources provided by DPS 61 is not transferable or extendable by students to groups outside the district and terminates when a person is no longer a student of DPS 61. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources.

If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the School District technology resources may be denied, and the appropriate disciplinary action may be applied per the Student Code of Conduct. Law enforcement agencies may be notified in appropriate cases.

DPS 61 Student Responsibilities:

- Read, understand and follow the DPS 61 Acceptable Use Policy.
- Use devices in a responsible and ethical manner.
- Obey general school rules and district policies concerning behavior.
- Use technology resources in an appropriate manner that does not result in the informational damage of school equipment. This "damage" includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the student's own negligence, errors or omissions.
- Use any information obtained via DPS 61's network at your own risk. DPS 61 specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- Report physical damage to devices immediately to the Technology Department.
- Secure devices against theft or loss.
- Help DPS 61 protect devices by contacting the Technology Department about any security problems encountered.
- Monitor all activity on your account(s).
- Turn off and secure devices after you are done working to protect work and information. Securing the devices includes storing device out of sight and in a secure location.
- Respect the rights of copyright owners.

Prohibited Student Activities:

- Illegal installation or transmission of copyrighted materials.
- Any action that violates any existing DPS 61 Board Policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Spamming or sending mass or inappropriate emails.
- Gaining access to others' accounts.
- Gaining access to others' files and/or data without permission.
- Use of the school's Internet/email accounts for financial or commercial gain or for any illegal activity.

- Use of anonymous and/or false communications to mislead, harm, bully or harass another person.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment.
- Bypassing the DPS 61 web filter through a web proxy, phone tethering, and any other means, including utilizing a non-district network during the school day.
- Bullying.

Device Care:

The devices can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excess pressure.

- Do not expose the device to any liquid, including water, drinks, rain, etc.
- Do not lean on the top of the device when it is closed.
- Do not place anything near the device to put pressure on the device.
- Do not place anything in the carrying case that will press against the device.
- Do not “bump” the device against desks, lockers, walls, car doors, floors, etc.
- Never leave any object on the keyboard.
- No labels or stickers may be applied to the computer without prior approval of the Technology Department.
- Students are responsible for maintaining their individual devices and keeping them in good working order.
- Clean the screen with a soft, dry cloth or anti-static cloth or with a screen cleaner designed specifically for LCD-type screens.

Device cases furnished by DPS 61 must be returned with only normal wear and no alterations to avoid paying a case replacement fee.

Devices that malfunction or are damaged must be reported to the DPS 61 Technology Department. The school district will be responsible for repairing devices that malfunction.

Devices that have been damaged from student misuse, neglect or accident will be repaired. If the damages to a device are not covered under the warranty, and/or do not have it covered under their homeowner’s insurance, the student’s family will be responsible for the total cost of repairs up to the replacement cost of the device. Students may be provided a temporary device while their assigned device is being repaired.

Devices that are stolen must be reported within twenty-four (24) hours to the building administrator, Technology Department, appropriate Police Department, or appropriate County Sheriff’s Department. Police reports shall not be filed if the device is misplaced or left unintentionally. Devices that are lost must be reported to DPS 61 Technology Department through an established procedure.

Legal Propriety:

Students must comply with trademark and copyright laws and all license agreements. If the student is unsure, ask a staff member for guidance.

Use or possession of hacking software is strictly prohibited and violators are subject to discipline.

Violation of applicable state or federal law may result in criminal prosecution and/or disciplinary action by the District, including expulsion or police involvement.

The Decatur Public School District owns and operates the equipment and software that compose our network resources. The school is obligated to take steps to insure that all facilities are used legally. Any illegal use of network resources is prohibited.

All content created, sent, accessed or downloaded using any part of the District's network resources or district-owned devices is subject to the rules stated in this policy. School administration monitors our network and may find it necessary to investigate electronic incidents even if they happen after hours and outside of school. As the owners of our network resources, including email system, the school administration reserves the right, if needed, and at its discretion, to remotely access, open, examine and/or delete any electronic file.

The District does not have control of the information on the Internet or incoming emails, nor does it provide any technical barriers to account holders accessing the full range of information while not connected to the School District's network. Sites accessible via the Internet may contain material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal or otherwise inconsistent with the mission of Decatur Public Schools District. While the District's intent is to make Internet access available for educational goals and objectives, account holders may have the ability to access other materials as well. Students shall obey the Acceptable Use Policy when using the Internet on the network and/or the device.

District account holders take full responsibility for their access to the District's network resources and Internet. Specifically, DPS 61 makes no warranties with respect to school network resources nor does it take responsibility for:

1. The content of any advice or information received by an account holder;
2. The costs, liability or damages incurred as a result of access to school network; or
3. Any consequences of service interruptions.

This policy exists along with all other District policies, rules, guidelines and procedures. Specific items not covered here may be addressed by other policies, District rules, guidelines, or procedures at the discretion of the Board of Education or its designee.

Security:

1. Do not leave laptops in unsupervised areas.
2. Staff will confiscate unsupervised or abandoned laptops.
3. Avoid using the laptop in areas where damage or theft is likely.
4. During after-school activities, students are still expected to maintain the security of the laptop. Students participating in sports events shall store laptops and use the same security measures as with their other personal items.
5. Each laptop has identifying labels including the serial number that is tied to the student. Students must not modify or destroy these labels.

Parent/Guardian Responsibilities:

1. Sign the Student/Parent Computer Agreement.
2. In order for students to be allowed to take their computers home, a student and his/her parent/guardian must sign the Student/Parent Computer Loan Agreement.
3. Monitor student use.
 - a. The parent/guardian must agree to monitor student use at home and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved. Suggestions include:
 - i. Investigate and apply parental controls available through your Internet service provider and/or your wireless router.
 - ii. Develop a set of rules/expectations for computer use at home. Don't forget rules for social networking, instant messaging, e-mailing, online gaming and using webcams. Some websites provide parent/child agreements for you to sign. The district will not block websites or otherwise limit the use of the device outside of school.
 - iii. Demonstrate a genuine interest in what your students are doing on the computer. Ask questions and request that they show you their work often.

2. Continually dialogue with your children about online safety.
 - a. Help your child(ren) understand what information shall be private.
 - b. Explain that children shall post only information that you—and they—are comfortable with others seeing.
 - c. Go where your child goes online or follow your child online.
 - d. Teach your child(ren) to recognize and report:
 - i. Cyberbullying
 - ii. Online predators
 - iii. Exposure to inappropriate materials

Student and Parent Agreement

1. Devices and computer bags, when stored in lockers, must be stored so that they will not be damaged by other locker contents.
2. Devices must be with the student at all times when transporting and using the device outside of the classroom.
3. Students whose parents have signed a Student/Parent Computer Loan Agreement and have been given permission by Decatur Public Schools staff will take devices home.

Do not:

- Allow others (other than a parent or district employee) to use your device.
- Use another student's device.
- Reveal your full name, personal address, phone number, school name or personal identifying characteristics (i.e., hair color, age, etc.) to anyone online.
- Deface your device or computer bag with stickers, markers, or graffiti, or remove any markings or tags placed there by technology staff.

Students are expected to:

- Convey the details about any knowledge of a security problem to their teacher without discussing it with other students.
- Notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
- Notify a teacher or administrator immediately if they accidentally access an inappropriate website.
- All videotaping, pictures, and any audiovisual recording is prohibited unless authorized by a teacher, principal or instructional coach as part of a class project.

The student will return the device to the school:

- At the end of the year and/or when requested by school administration;
- If he/she transfers to another school within Decatur Public Schools; or
- If he/she withdraws from Decatur Public Schools.

If the device is not returned to the school in any of the above scenarios within three (3) days after the initial withdrawal or transfer, it will be reported as stolen and a police report will be submitted to law enforcement. The device contains permanent tracking software so that missing laptops can be located by law enforcement.

Decatur Public Schools assumes no responsibility for any unauthorized charges, including but not limited to, credit card charges, long distance telephone charges, equipment and line costs, or for any illegal or unauthorized use of its computers (such as copyright violations).

Decatur Public Schools may remove a user's access to the network without notice at any time if the user is engaged in any unauthorized activity. Decatur Public Schools reserves the right to confiscate the property at any time.

Notification (105 ILCS 75/15)

Decatur Public Schools shall not request or require a student to provide a password or other account-related information in order to gain access to an account or social media profile. The District may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to make a factual determination.

STUDENT ONLINE PERSONAL PROTECTION ACT

Educational Technology Vendors Under the Student Online Personal Protection Act

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

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

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

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

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

- Application metadata and application use statistics
- Permanent and temporary school student record information

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

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

Request a Review

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), parents of an enrolled student have the right to inspect and review the student's covered information held by the school, the State Board or an operator. To request this review, parents can email their request to SOPPA@dps61.org or send a written request to the Director of Information Technology.

Part C

ATHLETIC CODE

Extracurricular Athletics

Student participation in School Board-approved extracurricular athletic activities is contingent upon the following:

1. The student must attain the academic criteria set forth in Board policy 6:190, *Extracurricular and CoCurricular Activities*.
2. Written permission must be given by the parent(s)/guardian(s) for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a certificate of physical fitness issued by a licensed physician, and advanced practice nurse, or a physician assistant. The *Pre-Participation Physical Examination Form*, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a written statement from the parent(s)/guardian(s) that the student is covered under a family insurance plan.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parent/guardian must provide written consent to random drug and alcohol testing pursuant to the Extracurricular Drug and Alcohol Testing Program.
7. The student and his or her parent/guardian must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Principal or Athletic Director shall maintain the necessary records to ensure student compliance with this policy. Adopted: April 8, 1997

Part D

POLICY 7:140 SEARCH AND SEIZURE

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

School Property and Equipment as well as Personal Effects Left There by Students

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

This paragraph applies to student vehicles parked on school property. In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

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

Students

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

When feasible, the search shall be conducted as follows:

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

Immediately following a search, a written report shall be made by a school authority who conducted the search, and given to the Superintendent or designee.

Seizure of Property

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

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardian of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS75/:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

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

Part E

POLICY 7:180 PREVENTING BULLYING AND HARASSMENT

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

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with 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 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;

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

Complaint Manager:

Assistant Superintendent
101 West Cerro Gordo Street
217-362-3013
dpscomplaintmanager@dps61.org

Complaint Manager:

Director of Student Services

335 East Cerro Gordo Street

217-362-3061

dpscomplaintmanager@dps61.org

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the results of bullying, within 24 hours after the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things: a. Making all reasonable efforts to complete the investigation within ten (10) school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident. b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process. c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received. d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: a) bullying, b) student discipline up to and including suspension and/or expulsion, and/or c) both a) and b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted.

The policy must also be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
- a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- i. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- ii. If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- iii. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation to the following:
- a. 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying.
 - b. 2:265, Title IX Sexual Harassment Grievance Procedure. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act
 - d. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - e. 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - f. 6:235, Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - g. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).

- h. 7:185, Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, Student Behavior. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:310, Restrictions on Publications; Elementary Schools, and 7:315, Restrictions on Publications; High Schools. These policies prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge. Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Part F

POLICY 7:190 STUDENT BEHAVIOR

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure;

(4) address the cause of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

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

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

Prohibited Student Conduct

The school administration is authorized to discipline students for defiance, disruptive behaviors, or misconduct, including but not limited to the sub-headings outlined below. Disobeying rules of student conduct or directives from staff members or school officials include, but is not limited to, refusing a District staff member's request to stop, present school identification, or report to the office.

Possession

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

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident.

The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion for such behavior.

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

Illegal Substance

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes and/or vapes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:

- a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law).
- b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.
- 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.
- i. Students that come to school that smell like marijuana or other offensive, distracting, and/or noxious odors will be instructed to call home for a change in clothing or picked up from school so he/she can change clothes.

**** *Students that use medicinal marijuana will need a medical plan on file with the nurse.*

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school may be expelled for a period not to exceed two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).

2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy-club, or any other object if used or attempted to be used to cause bodily harm, including look-alikes of any firearm as defined above.
3. Using, possessing, controlling, or transferring a weapon as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
4. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.

Electronic Devices

The district strongly encourages families to keep their student's cell phone and other electronic devices at home as the district/staff will not be held responsible for items left, lost, stolen, or damaged.

Using a cellular telephone, video recording device, personal digital assistant (PDA), paging device(s), smart watch(es), headphones, earbuds, or other electronic device(s) in the classroom, hallways, lunch periods (PreK-8th grade), or other school environment(s), including school related activities, are prohibited. Electronic devices, headphone, earbuds, smart watches, etc., must be turned off and remain in their lockers or in a secure designated cell phone location in the classroom during the school day.

Prohibited technology conduct includes, without limitation, handling, utilizing, creating sending, sharing, viewing, receiving, posting, or possessing a prohibited electronic device, an indecent visual depiction of oneself or another person through the use of any electronic device, and/or any electronic device that disrupts the educational environment or leads to the disruption of the educational environment.

All electronic devices not provided by school staff, must be kept powered-off and placed in the student's locker or a secure, designated location in the teacher's classroom (PreK-8th grade) during the school day.

Students in grades 9-12 must keep their cell phones turned off and in their individual lockers. Staff is not responsible for cell phones that are left, lost, damaged, or stolen while at school. Students that refuse to obey this policy and/or guidelines set for cell phone usage and/or other technology violations may receive the following school discipline.

- 1st offense - Warning – Parent/guardian contacted and student must put device away in the designated area. Student may pick the device up at the end of the day.
- 2nd offense – Parent/guardian contacted. Written Warning/Classroom referral. Student must put device away in the designated area. Student may pick the device up at the end of the day.
- 3rd offense – Discipline referral to the office. Parent/guardian contacted. Student must put device away in the designated area. Parent may pick the device up at the end of the day.
- 4th offense and beyond – Student will be disciplined according to the Student Code of Conduct.

Students that become grossly defiant, threaten staff, disruptive, etc., may be suspended for up to 3 days regardless of it being the first or fourth offense. Students will be allowed to make up missed work. Students will not be allowed on school property while suspended.

Parent/guardian(s) that become belligerent, threaten staff, etc., may be arrested and/or given a No Trespass Letter. A no trespass letter means the individual is not allowed on any DPS property for the length of the time stated in the letter.

Academic Dishonesty

Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining

test copies or scores.

Hazing

1. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
2. Being involved with any public-school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

Sexual Misconduct

1. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
2. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.

Vandalism/Theft

1. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
2. Entering school property or a school facility without proper authorization.

False Alarms

In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.

Threats

Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

Disruptive Behaviors/Truancy

1. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
2. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
3. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
4. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
5. Being absent without a recognized excuse; State Law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.

Disciplinary Measures

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled shall also be restricted from being on school grounds and at school activities that include, but not limited to, prom, senior activities, and graduation.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. It is also not an order in which discipline may be administered. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

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

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school may be expelled for a period not to exceed two calendar years:

- A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).
- A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including look-alikes of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

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

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, Ill. State Police (ISP), and any involved student's parent/guardian. School grounds includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline.

Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent or designee, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

ADOPTED: December 12, 2023

REVISED: June 10, 2025

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 student discipline, including school searches and bullying prevention as set forth in Section 27-23.7 of this Code. School authorities shall furnish a copy of the policy to the parents or guardian of each pupil within 15 days after the beginning of the school year, or within 15 days after starting classes for a student who transfers into the district during the school year, and the school board or governing body of a charter school shall require that a school inform its pupils of the contents of the policy. School boards and the governing bodies of charter schools, along with the parent-teacher advisory committee, must annually review their ~~pupil~~ student discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, students, and school personnel.

(a-5) On or before September 15, 2016, each elementary and secondary school and charter school shall, at a minimum, adopt student discipline policies that fulfill the requirements set forth in this Section, subsections (a) and (b) of Section 10-22.6 of this Code, Section 34-19 of this Code if applicable, and federal and State laws that provide special requirements for the discipline of students with disabilities.

b) The parent-teacher advisory committee in cooperation with local law enforcement agencies shall develop, with the school board, policy guideline procedures to establish and maintain a reciprocal reporting system between the school district and local law enforcement agencies regarding criminal offenses committed by students.

- c) School districts are encouraged to create memoranda of understanding with local law enforcement agencies that clearly define law enforcement's role in schools, in accordance with Section 10-22.6 of this Code. In consultation with stakeholders deemed appropriate by the State Board of Education, the State Board of Education shall draft and publish guidance for the development of reciprocal reporting systems in accordance with this Section on or before July 1, 2025.
- d) 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.
- e) As used in this subsection (d), "evidence-based intervention" means intervention that has demonstrated a statistically significant effect on improving student outcomes as documented in peer-reviewed scholarly journals.

The school board, in consultation with the parent-teacher advisory committee and other community-based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying, as defined in the policy. These provisions must include procedures for notifying parents or legal guardians and intervention procedures based upon available community-based and district resources.

In consultation with behavioral health experts, the State Board of Education shall draft and publish guidance for evidence-based intervention procedures, including examples, in accordance with this Section on or before July 1, 2025.

Part H

FAITH'S LAW

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the Code of Ethics for Illinois Educators, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee/student boundary violations as required by law and policies 2:265, Title IX Sexual Harassment Grievance Procedure; 4:165, Awareness and Prevention of Child Sexual Abuse and

Grooming Behaviors; 5:90, Abused and Neglected Child Reporting; and 5:100, Staff Development Program.

3. Employees maintain professional relationships with students, including maintaining employee/student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to: a. Transporting a student; b. Taking or possessing a photo or video of a student; and c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; and 5:90, Abused and Neglected Child Reporting.
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
 - a. Violates expectations and guidelines for employee-student boundaries.
 - b. Sexually harasses a student.
 - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).
 - d. Engages in grooming as defined in 720 ILCS 5/11-25.
 - e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, sexual misconduct. Sexual misconduct is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - i. A sexual or romantic invitation.
 - ii. Dating or soliciting a date.
 - iii. Engaging in sexualized or romantic dialog.
 - iv. Making sexually suggestive comments that are directed toward or with a student.
 - v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
 - vi. A sexual, indecent, romantic, or erotic contact with the student.

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the district.

Although this policy applies to the relationships between staff members and district students, staff members who inappropriately interact with any child may be disciplined or terminated when the district determines such action is necessary to protect students.

Absolute Prohibitions

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited including, but not limited to:

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.
2. Dating a student or discussing or planning a future romantic or sexual relationship with a student.
3. The district may presume that this provision has been violated if a staff member begins a dating or sexual relationship with a student immediately after graduation or immediately after a student has left the district.
4. Making sexual advances toward a student or engaging in a sexual relationship with a student.

5. Engaging in any conduct that constitutes illegal harassment or discrimination as defined in policy 7:20 Harassment of Students Prohibited and policy 7:180 Preventing Bullying, Intimidation, and Harassment or that could constitute a violation of that policy if pervasive.
6. Engaging in any conduct that violates Board policies, regulations or procedures or constitutes criminal behavior.

Exceptions to Staff/Student Relations

The goal of this policy is to protect students from harm and staff members from allegations of misconduct by requiring staff members to maintain professional boundaries with students. The district does not intend to interfere with or impede appropriate interactions between staff members and students.

An emergency situation or an educational purpose might justify deviation from some of the professional boundaries set out in this policy. Likewise, staff members might be related to students or have contact with students outside the school environment through friends, neighborhood or community activities, or participation in civic, religious or other organizations. These contacts might justify deviation from some of the standards set in this policy, but under no circumstance will an educational or other purpose justify deviating from the "Absolute Prohibitions" section of this policy.

The staff member must be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student. To avoid confusion, the district encourages staff members to consult with their supervisors prior to engaging in behaviors or activities that might violate professional boundaries as defined in this policy.

Failure to Maintain Boundaries

Unless an educational purpose exists or an exception as defined in this policy applies, examples of situations where professional physical and emotional boundaries are violated include, but are not limited to:

1. Being alone with a student in a room with a closed or locked door or with the lights off. Counselors or others who need to work with students confidentially must discuss with their supervisors the appropriate manner of meeting with students.
2. Associating with students in any setting where students are provided, are consuming or are encouraged to use or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.
3. Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.
4. Discussing the staff member's personal problems with or in the presence of students.
5. Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.
6. Inviting students to the staff member's home.
7. Being present when students are fully or partially nude.
8. Sending students on personal errands.
9. Allowing a student to drive the staff member's vehicle.
10. Providing a student (other than the staff member's children, stepchildren or other children living in the staff member's home) transportation in the staff member's personal vehicle without a supervisor's approval, unless another staff member or the student's parent/guardian is also present in the vehicle.
11. Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students (see policy 4:110 Transportation).
12. Giving gifts to individual students.
13. Frequently pulling a student from another class or activity to be with the staff member.

Electronic Communication

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, web pages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be subject to review as deemed appropriate by school officials. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.
2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications occurs. Staff members will be required to send the communications simultaneously to the supervisor, supervisor designee, parent or guardian. Staff members are required to provide their supervisors with all education related communications with district students upon request.
3. Staff use of any electronic communication is subject to the district's policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.
4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member's home who happen to be students of the district.

Consequences

Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the

Illinois Department of Children and Family Services (DCFS) for further investigation, and the district may seek revocation of a staff member's license(s) with the Illinois State Board of Education (ISBE).

Reporting

Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student should bring this concern immediately to the attention of the principal, counselor or staff member's supervisor. If illegal discrimination or harassment is suspected, the process in policy 7:20, Harassment of Students Prohibited, will be followed.

Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to the district's administration. All staff members who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with Board policy. Staff members must also immediately report a violation or perceived violation of the district's discrimination and harassment policy 7:20 Harassment of Students Prohibited and policy 7:180 Preventing Bullying, Intimidation, and Harassment to the district's nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports.

The district will not discipline, terminate or otherwise discriminate or retaliate against a staff member for reporting in good faith any action that may be a violation of this policy.

Training

The district will provide training to district staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 *et seq.*

Part I

DISTRIBUTION OF POLICY

Copies of the Discipline Policy and Procedures will be furnished to the parents/guardians of each elementary student and to students at the secondary level at the beginning of the school year or within fifteen (15) days after the school year begins, or within fifteen (15) school days after a transfer student begins classes in District 61.

Part J

POLICY 8:30 VISITORS TO SCHOOL AND CONDUCT ON SCHOOL PROPERTY

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.
17. Videotape, record, and/or take pictures in the classroom, during an outside class activity, or in a learning environment that could capture other individuals.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or

2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Please refer to the applicable collective bargaining agreement(s). For employees whose collective bargaining agreement does not address this subject:

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date.

The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

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">• CARE Room• Transition Room• Detention (before/after school or lunch)• Expulsion (Board approval required)• Out-of-School Suspension• Parent Contact	<ul style="list-style-type: none">• Parent Conference• Referral to an Alternative Education Program• Restitution• Social Probation• Restorative Circles/Peace Circles• Warning
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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 6th through 12th grade to be eligible for support. Students can be placed at Milligan for academic or behavioral support services.

Referral to Decatur Alternative Education

DAE is part of DPS 61. Students can be placed there for academic recovery or behavioral support. Placement length is based on student's individual needs, and goal reviews are conducted at the completion of each school year.

Restitution

Students may be required to perform simple work consistent with the nature of the offense committed to remedy the damage which they or others have caused to property or grounds—for example:

removal of gum from under desks and seats, repair of damaged property, removal of gang identifiers painted on buildings, repair of grounds damaged by vehicles, etc. Restitution can be assessed based on equivalent replacement or compensation for loss, damage, or injury caused.

Social Probation

Exclusion from participation in and/or attendance at an extracurricular school-sanctioned activity.

Transition Room

Transition Room supports the extended needs of students at the Secondary level. This room is used for students needing additional academic or behavioral support, credit recovery, and extended care. This room's purpose is to prevent the lapse of academic progress while providing unique educational opportunities.

Warning

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

Part C

INTERVENTIONS AND RESOURCES

Continuum of Support Services

Services may be recommended and/or provided to students and/or families by varying levels of district employees, including building level intervention team members and Student Services employees. These services may include, but are not limited to, counseling, monitoring, and follow-ups by district staff. The creation of a positive school culture requires students, families, teachers, and administrators to work together to uphold and respect each other's rights and responsibilities.

Mental Health Counselors

Per the Illinois Mental Health and Developmental Disabilities Code (405 ILCS 5/3-550), minors between the ages of 12-17 are allowed to receive up to eight (8) 90-minute sessions of counseling before the worker makes a service decision. Parent/guardian permission is required for more than the eight (8) sessions unless the service provider determines (through consultation with the minor) that attempting to obtain the consent of a parent or guardian would be detrimental to the minor's well-being.

Multi-Tiered System of Support

Schools have been working to develop their continuum of available and appropriate support services. These services are accessible to all students, and the frequency (as well as duration) of interventions increase based on the needs of students. A Multi-Tiered System of Support provides three tiers of intervention, and a problem-solving process for students both academically and behaviorally. The tiers provide a layering approach to intervening with additional targeted skill-building for students.

Tier 1- provides intervention and prevention supports for all students.

Tier 2- provides intervention for students who have received all Tier 1 supports and are identified based on accumulated data points as needing additional support.

Tier 3- provides intervention for students who have received all Tier 1 and Tier 2 supports and are identified based on accumulated data points as needing more intensive supports.

Within the Multi-Tiered System of Support, schools use evidence-based approaches and practices for students needing additional supports.

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach that helps schools use effective interventions accurately and successfully.

Restorative Practices is a philosophy that seeks to establish norms of behavior and recognize any and all harm done to relationships and individuals, with the goal of making things right. Restorative Practices' three main goals are Accountability, Community Safety, and Competency Development.

Part D

DISCIPLINE VIOLATIONS AND RANGES OF CONSEQUENCES

All parents/guardians and students shall be aware that some of the acts listed below, as well as violations of the Safe School Zone, can also bring criminal prosecution and penalties as well as school disciplinary action, even if methods such as Restorative Practices are used. The school, the police or state's attorney, parents/guardians and/or students can bring legal action. The District will notify the police department of any act involving illegal drugs, weapons, and/or battery of district employees. Violation of the District drug policy occurs when a student or students are involved in using, being under the influence, possessing, distributing, purchasing, or selling illegal drugs or controlled substances on school district property or at any school event or activity. ***Infractions are reported electronically (known as referrals) by staff to administration.*** The asterisk (*) indicates violations that may be reported to the police.

INFRACTIONS FOR LEVEL ONE

Disruptive Behavior/Horseplay

Disruptive Behavior/Horseplay occurs when a student engages in a brief behavior that disrupts the education of others.

Examples: tapping their pencil on the desk, singing, making jokes.

Dress Code Violation

Dress Code Violation occurs when a student is determined by a staff member to be out of compliance with the dress code or uniform policy and refuses to become compliant.

Examples: Visible undergarments, short or skirts too short, sagging pants.

Failure to Follow Directions

Failure to follow directions occurs when a student or students fail to follow reasonable directions of school personnel.

Failure to Serve Detention

Failure to Serve Detention occurs when a student knowingly fails to serve a detention as prescribed by principal or his/her designee.

Examples: intentionally not showing up for detention/skipping detention.

Tardy (Repeated Unexcused)

The Decatur Public Schools do not penalize students who come late to school occasionally for reasons recognized by the State of Illinois as valid causes for missing school. Please refer to pages 9-10 regarding the district tardy policy. Students who arrive tardy to class during the school day disrupt the lesson and hinder learning. Students are considered tardy to class when they arrive to class after the tardy bell (start of class) without a valid pass from the building administrator or designee. If the tardiness becomes habitual, administrators or designee will meet with parents/guardians to determine the cause and develop a plan of assistance. Tardies to class will start over each quarter.

LEVEL ONE CONSEQUENCES

ELEMENTARY	SECONDARY
First Offense and Subsequent Offenses <ul style="list-style-type: none">• Parent/Guardian Contact through 3 days in CARE or Transition Room	First Offense and Subsequent Offenses <ul style="list-style-type: none">• Parent/Guardian Contact through 3 days in Transition Room

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).

Skiping

Skiping occurs when a student has been caught not attending a class or does not have a valid excuse or pass for not being in class.

Examples: loitering in the hallway after the bell, hiding in the auditorium, leaving school grounds.

***Theft Under \$20**

The taking or using of public or private property that does not belong to the perpetrator without permission or authorization is prohibited. Restitution will be a part of the punishment whenever possible. Student(s) involved in theft can be arrested based on the Illinois Criminal Code.

Theft (Minor) occurs when a student is involved with the taking or using of public or private property of nominal value without permission or authorization.

Examples include, but are not limited to: pencils, paper, school supplies, cash not exceeding \$20.00, food or drink items, etc.)

***Tobacco/Possession Paraphernalia**

Possession of tobacco or tobacco-related products including, but not limited to, cigarette lighter, cigarette paper, electronic cigarettes, and vape pens is prohibited in Decatur Public Schools. The term "possession" includes having control, custody, or care of an object or substance, regardless of whether

or not the item is on the student's person, or contained in another item belonging to, or under the control of, the student, such as in the student's backpack, automobile, locker, desk, or other property. Police or juvenile authorities may be contacted.

Examples: cigarettes, vape pens, chewing tobacco, tobacco pipe, lighters, accessories.

LEVEL TWO CONSEQUENCES

ELEMENTARY	SECONDARY
First and Subsequent Offenses <ul style="list-style-type: none">Parent/Guardian Contact through 5 days out of school suspension	First and Subsequent Offenses <ul style="list-style-type: none">Parent/Guardian Contact through 5 days out of school suspension

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

ELEMENTARY	SECONDARY
First and Subsequent Offenses <ul style="list-style-type: none">Warning through a recommendation for up to 1 calendar year expulsionRestitution (if applicable)	First and Subsequent Offenses <ul style="list-style-type: none">Warning through a recommendation for up to 1 calendar year expulsionRestitution (if applicable)

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

ELEMENTARY	SECONDARY
First and Subsequent Offenses <ul style="list-style-type: none">• Parent/Guardian Contact through recommendation for up to 2 calendar years of expulsion	First and Subsequent Offenses <ul style="list-style-type: none">• Parent/Guardian Contact through recommendation for up to 2 calendar years expulsion

DECATUR PUBLIC SCHOOLS ADDRESSES AND TELEPHONE NUMBERS

Superintendent
Decatur Public Schools
101 W. Cerro Gordo
Decatur, IL 62523
217-362-3012

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

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

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

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

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

Director of Communications and Public Relations
Decatur Public Schools
101 W. Cerro Gordo St.
Decatur, IL 62523
217-362-3018

Access District 61 information any time, day or
night, by logging on to www.dps61.org,
or by tuning in to cable Channel 22.

Community Resource Guide

Note: This community resource handbook is not meant to be an inclusive listing of all of the possible services for the topic areas listed. Rather, it is hoped that the staff, parents and students of the district can use this handbook as a starting point in their search for community-based services. Names, addresses and phone numbers may change without notice; but it is our intent to provide you with the most updated information.

AREA POLICE AND FIRE DEPARTMENT NUMBERS

EMERGENCY

City 911

NON EMERGENCY

Police (217) 424-2711
Fire (217) 429-5201
IL State Police (217) 265-0050

STATE OF ILLINOIS TOLL-FREE NUMBERS

Adoption Information	www.dcf.illinois.gov	800-572-2390
AIDS Hotline	www.ryanwhite.hrsa.gov/hiv-care/hotlines	800-243-2437
Aging, Senior Assistance	www.ilaging.illinois.gov	800-252-8966
Aging-Elder Abuse	www.ilaging.illinois.gov	866-800-1409
Advocacy Office for Children and Families	www.dcf.illinois.gov/contact-us/get-help.html	800-232-3798
Amtrak	www.amtrak.com/home	800-872-7245
Arson Hotline	www.sfm.illinois.gov	800-252-2947
Arts Council, Illinois	www.arts.illinois.gov	800-237-6994
Attorney General's Office/ Consumer Protection	www.illinoisattorneygeneral.gov/consumer-protection/	800-243-0618
Cancer Information Service	www.cancer.gov/global/contact	800-422-6237
Child Abuse Hotline (Report Suspected Abuse)	www.dcf.illinois.gov/safe-kids/reporting.html	800-252-2873
Child Welfare Information Gateway	www.childwelfare.gov	800-394-3366
Circuit Breaker Assistance	www.state.il.us/aging	800-624-2459

Citizens Utility Board (CUB)	https://www.citizensutilityboard.org/	800-669-5556
Client Assistance Program (Disability Rights)	https://www.dhs.state.il.us/page.aspx?item=37637	800-843-6154
Crime Victim Compensation, Attorney General	www.illinoisattorneygeneral.gov/safer-communities/supporting-victims-of-crime/crime-victim-compensation/	800-228-3368
Dental Referral Services	http://www.isds.org/	800-252-2930
Disability Determination Services	http://www.dhs.state.il.us/page.aspx?item=29979	800-843-6154
Disabled Individual Assistance Program and Unemployment	https://ides.illinois.gov/resources/non-ui-assistance.html	
Drug and Alcohol Abuse	http://www.samhsa.gov/treatment/	800-662-4357
Energy Assistance and Weatherization	https://dceo.illinois.gov/communityservices/homeweath-erization.html	833-711-0374
Emergency Services & Disaster Agency	https://www.illinois.gov/agencies/agency.iemaohs.html	800-782-7860
Foster Parenting Hotline	https://dcfs.illinois.gov/loving-homes/fostercare/resources-for-current-foster-parents.html	800-232-3798
Hearing Impaired Phone Access	https://www.itactty.org/illinois-relay	TTY users 800-526-0844 Voice users 800-526-0857 TTY Spanish 800-501-0864 VCO 877-826-1130
Illinois Housing Development Authority	https://www.ihda.org/	312-836-5200
Illinois Dept. of Human Services Medical Assistance	https://www.dhs.state.il.us/page.aspx?item=30359	800-843-6154
IDHS Mental Health	https://www.dhs.state.il.us/page.aspx?item=29735	800-843-6154
IDHS – WIC	https://www.dhs.state.il.us/page.aspx?item=30513	800-843-6154
Illinois State Board of Education	http://www.isbe.net/	866-262-6663
HIV & STD Hotline	https://ryanwhite.hrsa.gov/hiv-care/hotlines	800-243-2437
Literacy Hotline	https://www.ilsos.gov/departments/library/literacy/olttfaq.html	800-321-9511
Medicare & Medicaid/Fraud or Abuse	www.cms.gov/medicaid-coordination/center-program-integrity/reporting-fraud	800-447-8477

Missing Children – “I-Search” (Illinois)	www.dcf.illinois.gov/safe-kids/missing.html	800-843-5678
Nursing Home Information and Abuse	www.dph.illinois.gov/topics-services/health-care-regulation/nursing-homes.html	800-252-8966
Organ/Tissue Donor Information	https://apps.ilsos.gov/organdonorregister/	800-210-2106
Poison Control (Statewide)	www.illinoispoisoncenter.org/	800-222-1222
Public Aid/Medicaid Food Stamps & Other Information	http://www.dhs.state.il.us/page.aspx?item=33698	800-843-6154
Medicare & Medicaid, to Report Fraud or Abuse	https://www.medicare.gov/basics/reporting-medicare-fraud-and-abuse	800-633-4227
Public Health Family Hotline (Parents Too Soon, Prenatal and Newborn Care, and Supplemental Food/WIC)	http://www.dhs.state.il.us/page.aspx?item=30513	217-782-2166
School Violence Tip Line	www.safe2helpil.com	800-477-0024
Secretary of State’s Office	https://www.ilsos.gov/	800-252-8980
Seniors and Persons with Disabilities Hotline	www.ilaging.illinois.gov	800-252-8966
Veterans Affairs	https://www.va.gov/	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

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

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/)).