

Knoxville CUSD #202

2025-2026

Student and Family Handbook



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Directory

Knoxville Community Unit School District
809 E Main Street
Knoxville, IL 61488
www.bluebullets.org
Phone: (309) 289-2328
Fax: (309) 289-9614

Mable Woolsey Elementary School
106 Pleasant Ave.
Knoxville, IL 61448
Phone: (309) 289-4134
Fax: (309) 289-9300

Knoxville Jr. High
701 E. Mill Street
Knoxville, IL 61488
Phone: (309) 289-4126
Fax: (309) 857-0159

Knoxville Sr. High
600 E Main Street
Phone: (309) 289-2324
Fax: (309) 410-9626

Knox Warren Special Education
311 E. Main Street #632
Galesburg, IL 61404
Phone: (309) 351-7224
Fax: (309) 343-3116

Other District Contacts

District Finances, (309) 289-2328 ext. 502
Early Childhood Education, Pre-Kindergarten (309) 289-2328 ext. 400
Food Services, (309) 289-2328 ext. 215
Human Resources, (309) 289-2328 ext. 500
Special Education, (309) 351-7224
Technology, (309) 289-2328 ext. 194
Transportation, (309) 289-2328 ext. 475

Purpose of Handbook

Cross Reference: 105 ILCS 5/10-20.5

The Student and Family Handbook is a guide for students and families in Knoxville Community Unit Schools District 202. The Handbook includes information about student academic and behavior expectations, student and family rights and other various requirements and policies pertaining to enrollment in Knoxville Public Schools.

This Handbook contains valuable information pertaining to Policies, Rules and Regulations of the Board of Education of Knoxville Public Schools. These Policies, Rules and Regulations are reviewed each year and must remain in the line with the Illinois School Code. Every effort is made to ensure that all the Policies, Rules and Regulations required by law for the handbook are subject to the Policies and Mandates, new, revised or existing, that are contained in the Illinois School Code. This handbook is only a summary of the Knoxville Board of Education policies governing the school district and that the board of education policies are available to the public at the school district office and on its website. The Handbook may be amended any time throughout the year without notice.

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

Mission Statement

Cross Reference Press: 1:30 School District Philosophy; 6:10 Educational Philosophy

The Knoxville Community Unit School District No. 202 is dedicated to enabling each student to reach his/her full potential within his/her aptitudes and interests.

Philosophy

Cross Reference Press: 1:30 School District Philosophy; 6:10 Educational Philosophy

As duly elected members of the Knoxville Community Unit School District No. 202 School Board, as legal officials of the State of Illinois, we believe that each student must be given the opportunity to develop to his/her maximum potential.

Of utmost importance to individual development is the pursuit of truth, the encouragement of scholarship and the promotion of democratic citizenship.

We commit ourselves to the student by:

1. dealing justly and considerately with each student;
2. encouraging each student to develop an understanding of his/her potential, strengths, weaknesses and general capabilities;
3. offering each student the best possible instruction and facilities to enhance his/her attainment of knowledge;
4. refusing to comment unprofessionally about a student or his/her home; 5. providing an atmosphere which allows for an exchange of ideas.

We commit ourselves to the community by:

1. improving the educational opportunities for all students;
2. keeping the lay public informed about school activities and educational concerns;
3. securing personnel for the District;
4. maintaining the physical plant provided by the taxpayers;

5. evaluating the educational climate of the District, acknowledging problems and taking any action that is necessary and proper.

Students Rights

Cross Reference PRESS 7:130 Students Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Teacher Rights

Teachers have the right to:

Require a reasonable standard of orderly behavior in the learning environment

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

Employee Code of Conduct

Cross Reference PRESS 5:120

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

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 and/or harassment 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 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 PRESS 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.

Student Enrollment, Age, Residency and Placement

Student Age

Cross Reference PRESS 7:50 School Admissions and Student Transfers To and From Non-District Schools

Any individual who has not graduated from high school and is a resident of Knoxville CUSD 202 is entitled to attend a Knoxville public school and to receive the instruction necessary to graduate, provided that such individual meets the standard for admission as determined by the Knoxville Board of Education and/or applicable federal and state statutes, rules and regulations. A student, other than a special education student who is eighteen (18) years or older and who cannot graduate before such student's twenty-first (21) birthday may only attend an alternative or adult education program.

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

Residency

Cross Reference PRESS 7:60 Residence;6:140 Education of Homeless Children

Any individual under the age of eighteen (18) years, except as otherwise provided by any law, rule or regulation, is considered a resident of District 202 if such individual meets one (1) or more of the following criteria:

- Resides with one (1) or more natural or adoptive parents within the District unless otherwise ordered by court of competent jurisdiction
- Resides with a court appointed guardian within the District
- Resides in a foster home within the District
- Resides in the District with a resident who has assumed legal responsibility for the student

- Resides in the District as an emancipated minor
- Resides with a resident adult who exercises legal responsibility for the child
- Is a dependent of United States military personnel housed in temporary housing located outside of a school district, but will be living within the district within 6 months after the time of initial enrollment. Any United States military personnel attempting to enroll a dependent under this rule shall provide proof that the dependent will be living within the district within 6 months after the time of initial enrollment. Proof of residency may include, but is not limited to, postmarked mail addressed to the military personnel and sent to an address located within the

Verification of Residency

Cross Reference PRESS 7:60 Residence;6:140 Education of Homeless Children

It is the responsibility of the building administrator (principal, assistant principal, guidance dean, principal's assistant, or administrative assistant) to verify the residence of a student. Families must provide proof of residency during registration in grades Kindergarten, 5, and 9, or if the family has changed residence. Students who are re-entering from another district will be required to provide proof of residency. Families will be asked to provide proof of residency in the following manner:

Category I (One item showing current address)

- Rent/Lease: Current lease/rental agreement AND a current utility bill or connection receipt with current address dated within 30 days of enrollment.
- Home Owner: Current mortgage statement, deed, closing documents, or property tax bill AND current utility or connection receipt dated within 30 days of enrollment.

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

Utility Bill (gas, electric, or water), Cable (satellite, internet, or telephone bill (may include cellular bill)), Voter registration card, Auto registration, Public aid card, Payroll documentation, Credit card bill Post office boxes are not acceptable as proof of residency.

In a case where administrators have reason to believe that a student is registered under a false address, the following documents may serve as verification of address:

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

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

Part-Time Attendance Requests

Cross Reference PRESS 7:40 Nonpublic School Students Including Parochial and Home-School Students

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space available basis. Requests for part-time attendance must be submitted to the principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.

Students accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. A private school student may attend any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for part-time attendance is responsible for all fees, prorated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided to non-public school students on regular bus routes to or from a point on the route nearest or most easily accessible to the non-public school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes shall be the responsibility of the parent(s)/guardian(s).

Students with a Disability

Cross Reference PRESS 7:40 Nonpublic School Students Including Parochial and Home-School Students

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent(s)/guardian(s). Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities, Including Interscholastic Competition

Cross Reference PRESS 7:40 Nonpublic School Students Including Parochial and Home-School Students

A nonpublic school student is eligible to participate in: (1) interscholastic competition, provided (a) the student's participation adheres to the regulations established by an association in which the District maintains a membership, or (b) the student attends a District school for at least one-half of the regular school day, excluding lunch, when no participation regulations are established by an association in which the District maintains membership; and (2) non-athletic extracurricular activities, provided the student attends a District school for at least one-half of the regular school day, excluding lunch. A nonpublic student who participates in an extracurricular activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Students Who Live Outside the District

Cross Reference PRESS 7:60 Resident

Students who live with parents or legal guardians who reside outside of District 202 may apply for enrollment on a tuition basis. Tuition fees are to be assessed as prescribed by law, rule or regulation. Requests for tuition-based enrollments are accepted at the Knoxville District Office. All tuition fees, or a portion thereof, must be paid prior to the student's entrance in the school. Tuition payments are accepted at the Business Services located at the Knoxville District Office.

Placement of Students in classes and in specific grades

Cross Reference PRESS 7:50 School Admissions and Student Transfers To and From Non-District Schools; 6:135 Accelerated Placement Program; 7:10 Equal Educational Opportunities

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board policy.

Teacher Qualifications

Cross-References PRESS 5:190, Teacher Qualifications; 5:190-E1, Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived; Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the Knoxville District Office.

Homeless Students

Cross Reference PRESS 7:30 Student Assignment; 6:140 Education of Homeless Children

Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431) serves as the guide in determining homelessness for school-age children and younger. The school will consider the relative permanence of the living arrangements, and determinations of homelessness will be made on a case-by-case basis. Homeless children and youth will be granted access to educational and other services that they need to enable them to meet state student academic achievement standards to which all students are held, and are entitled to a free, public education.

Illinois and federal law define "homeless" as persons lacking a "fixed, regular and adequate nighttime" abode. It includes "the hidden homeless" doubled-up in housing and people living in a shelter, transitional housing, temporary shelters or hotels, or places not ordinarily used by humans for sleeping. In addition, homeless students may not be separated from the mainstream school environment. In accordance with McKinney-Vento, a local liaison will be

appointed for homeless children and youth. An affidavit of Enrollment and Residency (per ISBE 85-51) needs to be completed prior to enrollment if you are an adult who has assumed responsibility for a pupil and provide the pupil with a fixed, night-time abode, for reasons other than access to the educational programs of the school district.

The parents/guardians of homeless children may choose which school their child will attend, either the school they attended before becoming homeless (the school of origin), or any school that non homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend.

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

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

Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

- (1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- (2) enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth who are actually living (residing in) are eligible to attend.

Assistance and support for homeless families includes:

Educational organizations and schools: Knoxville CUSD #202

Food bank and meal programs: Food Pantry – Methodist Church

Local service organizations (Goodwill, Salvation Army, etc.): Galesburg

Family shelters: Rescue Mission - Galesburg

In addition, parents may contact Knoxville 202's Homeless Liaisons:

Mable Woolsey Elementary School

OutReach Coordinator, Austin King

Phone: (309) 289-4134

Knoxville Jr. High School

Guidance Counselor, Sydney Ingle

Phone: (309) 289-4126

Fax: (309) 857-0159

Knoxville Sr. High School

Guidance Counselor, Brandy Nolan

Phone: (309) 289-2324

Academic Requirements

High School Graduation Requirements

Cross Reference: PRESS 6:300, Graduation Requirements; 6:135, Accelerated Placement Program; 6:135-AP, Accelerated Placement Program Procedures; 6:310, High School Credit for Non-District Experiences; Course Substitutions, Re-Entering Students

Knoxville High School Graduation Requirements

To graduate from high school, students are required to have at least twenty- four (24) credits, unless otherwise exempted, each student is responsible for:

1. Completing all State mandated graduation requirements listed below.
2. Completing all District graduation requirements that are in addition to State graduation requirements.
3. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
4. Participating in the State assessment required for graduation.

State Mandated Graduation Requirements

Illinois graduation requirements 105 ILCS 5/27-22, 27-22.05, 27-22.10

Requirement	Description	SY 2016-20 22	SY 2022- 2023	SY 2023- 2024	SY 2024-2025 thru 2027-2028	SY 2028-2029 (and beyond)
Language Arts	4 years: 1 year must include a writing-intensive English course	✓	✓	✓	✓	✓
Writing Intensive	2 years: 1 year must be in an English course; 1 year can be embedded as part of any course offered. Can be counted toward the fulfillment of other graduation requirements	✓	✓	✓	✓	✓
Mathematics	3 years: Algebra I or integrated equivalent (1 year); non-specified course, including geometry content (1 year); Advanced Placement (AP) computer science is eligible	✓	✓	✓	✓	✓
Computer Literacy	One year of a course that includes intensive instruction in computer literacy, which may be English, social science, or any other subject and which may be counted toward the fulfillment of other graduation requirements. (PA 101-0654)		✓	✓	✓	✓
Science	2 years: no content specified.	✓	✓	✓		
	2 years of laboratory science: no content				✓	✓

	specified.*					
IL/US Constitution	American patriotism, principles of representative government, and proper use and display of the flag (105 ILCS 5/27-3 and 27-4). Passing score	✓	✓	✓	✓	✓
World/Foreign Languages	2 years of world languages, may include American Sign Language.*					✓
Electives	1 year selected from art, music, world languages (may include American Sign Language), or career and technical education (CTE).	✓				
	1 year selected from art, music, world languages (may include American Sign Language), CTE, or forensic speech (speech and debate).		✓	✓	✓	
	1 year selected from art, music, CTE, or a third year of world languages (may include American Sign Language), or forensic speech (speech and debate).*					✓
Free Application for Federal Student Aid (FAFSA)	File a FAFSA with the U.S. Department of Education or, if applicable, an application for state financial aid or file a waiver with the school district. (See 105 ILCS 5/22-87 for details.) https://www.isbe.net/Pages/FAFSA.aspx	✓	✓	✓	✓	✓
Assessment	Each student shall be required to complete the state's final accountability assessment at the highest grade or level assessed.	✓	✓	✓	✓	✓

*Does not apply to students with disabilities whose course of study is determined by an Individualized Education Program (IEP).

Minimum Graduation Requirements

Students graduating from Knoxville High School are required to have twenty-four (24) credits. Students are required to take a class load that will generate 6 credits per year. It is possible to earn 7 credits per year by carrying an extra class and not having a study hall during the course of the regular school day.

Class Standing--The following credit schedule must be met in order to be classified in a specific class. Student lockers, class meetings, and certain programs are organized by classes. Students will attend the class activities that they are so classified. Students will only be classified at the beginning of each school year.

Reclassification may be done at mid-year in certain cases.

Sophomores--Must have a minimum of 5 credits earned by the start of the fall semester.

Juniors--Must have a minimum of 11 credits earned by the start of the fall semester and must have passed two full credits of English, and one full credit of mathematics, science and history. This promotion gate enables KHS to ensure a minimum academic performance threshold prior to grade promotion.

Seniors--Must have a minimum of 17 credits earned by the start of the fall semester. (A senior with only 17 credits would have to carry 7 classes in order to graduate with their class).

Course Requirements--The following courses are specifically required as part of the 24 total hours required to graduate:

Credits	Department/Class
4	English I, II, III, and IV
3	Math
3	Government/Civics (1), U.S. History (1), & Social Studies Electives (1)
3	Science
1	Art, Music, Foreign Language, or Vocational
1/2	Drivers' Education
1/2	Resource Management
1/2	Health
3 1/2	Physical Education or qualify for a P.E. waiver

The above graduation requirements are the minimum requirements needed to graduate from Knoxville High School. Most students graduate with significantly more credits than these minimum standards. Students are encouraged to plan a course of study that will prepare them for college, a technical school, or a career.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

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

1. File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
2. File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial 17 aid are and has chosen not to file an application. Waiver forms are available in the Guidance Office at the High School and Jr. High.

Credit for Proficiency, Non-District Experiences and Course Substitutions Credit for Non-District Experiences

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

1. Distance learning course, including a correspondence, virtual, or online course.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College or high school courses offering dual credit at both the college and high school level.

Requirements for Online Course Approval:

- Core classes must be attempted at the students assigned building.
- It is a class not offered as an elective.
- It is an AP class which is not offered at Knoxville CUSD 202.
- The class is a remedial class which is not offered at Knoxville CUSD 202.
- The class is credit recovery.
- The class is from an approved accredited school.
- There is a class conflict resulting in the need to take an online class.

Students must receive pre-approval from the building principal or designee to receive credit for any non-District course or experience. The building principal or designee will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses. Students are responsible for (1) providing documents or transcripts that

demonstrate successful completion of the experience, (2) taking a proficiency examination, if requested. The building principal or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities, and (3) credit recovery students must complete a 6 hour Saturday work session.

Knoxville High School strives to provide a well-balanced education. In doing so, we have partnered with local area colleges and universities to provide our students the opportunity to take college-level courses while still in high school. Students must meet college placement criteria to enroll in a college-level course. Students who are interested in taking a college course during their junior and/or senior year must receive permission from the high school counselor and high school principal. Specific rules, restrictions, and regulations pertaining to these courses are available through your building Principal or designee.

For Dual Credit information please contact the High School's main office.

Certificate of High School Completion

Cross Reference: PRESS 6:3000 Graduation Requirements

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class.

Early Graduation

Cross Reference: PRESS 6:300 Graduation Requirements

Students who will have successfully completed graduation requirements after seven (7) semesters may petition to graduate. Applications must be submitted to the guidance counselor prior to October 1st of the student's seventh semester. Early graduates must take full responsibility to make arrangements with the high school office for anything pertaining to the graduation ceremony. (i.e. announcements, cap and gown rental, graduation practices, etc.)

Students graduating early will not be able to participate in any extracurricular activities without prior permission.

For High School students who are wanting to graduate early refer to the Knoxville CUSD 202 Course Handbook and notify your Building Principal or designee.

Grading and Promotion

Cross Reference: PRESS 6:280 Grading and Promotion

The District administration and professional staff in each building establishes their system of grading and reporting academic achievement to students and their parents and guardians. Each building will communicate with students and parents on the first day of student attendance.

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Illinois State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Grade Acceleration & Gifted Programming

Cross Reference: Press 6:135 Accelerated Placement Program; 6:130 Program for the Gifted

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented.

For more information please contact your students Building Principal or the District 504/Gifted Supervisor.

High School Advanced Placement Participation

The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows: a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects. b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics. c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science. If a High School parent or guardian wishes to change or opt out of course, advancement completed the Refusal of Grade Acceleration Form (Appendix C) and return to the High School Main Office.

Report Cards

Cross Reference: PRESS 6:280; Grading and Promotion

The school year is divided into two semesters for grades 5 to 12. The school year is divided into four quarters for grades K-4.

Elementary School (Grades K-2)

School report cards are issued to students on a quarterly basis. Grades are determined using a Standards Based Grading Scale. Standards Based grading, or mastery-based grading, is a system that evaluates students' progress toward mastering the Common Core State Standards at each grade level. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. However, academic support and interventions will be initiated for any student that is not meeting grade level standards. A team meeting will take place between the teacher, principal, and family before retention is considered.

High School (Grade 9-12), Junior High (Grades 5-8), and Elementary School (Grades 3-4)

Grades are determined by a cumulative point total. For specific high school grade level credit requirements see Knoxville CUSD 202 Course Handbook

Physical Education Exemptions

PRESS 6:310, *Credit for Alternative Courses and Programs, and Course Substitutions* PRESS 7:260, *Exemption from Physical Education; 105 ILCS 5/27-6) (from Ch. 122, par. 27-6) Offering this exemption is dependent on the IL School Code which provides the authority to the school district to exempt Physical Education.*

Grades 11 and 12

Student do not have to engaging in physical education courses if those pupils request to be excused for any of the following reasons:

- (1) for ongoing participation in an interscholastic athletic program;
- (2) to enroll in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission to the institution of his or her choice; or
- (3) to enroll in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate.

Grades 9 through 12

Enrolling in a marching band program for credit can exempt a student from engaging in physical education courses if those pupils request to be excused for ongoing participation in such marching band programs.

Grades 7 through 12

Case by case, students 7 through 12 who participate in an interscholastic or extracurricular athletic program from engaging in physical education courses

Grade 3 through Grade 12

Eligible for special education may be excused if the pupil's parent or guardian agrees that the pupil must utilize the time set aside for physical education to receive special education support and services.

All Students

A student shall be excused from engaging in any physical activity components of a physical education course during a period of religious fasting if the pupil's parent or guardian notifies the school principal in writing that the pupil is participating in religious fasting.

Attendance and Absences

Cross-Reference: PRESS 7:70, Attendance and Truancy

Academic progress is improved by regular school attendance. When a student is absent, a parent should call the school by 8:00 a.m. to explain the reason for the absence. If no phone call is made, the school will attempt to contact the parent or guardian. (No notes will be accepted at the high school level.) If no contact is made between the parent and the school, the absence will be unexcused.

A student will be allowed ten (10) non consecutive excused absences per school year without a doctor's note, in addition to these 10 days a student may take up to 5 mental health days without a doctor's excuse. After 3 consecutive days of student absence a doctor's note may be requested unless the absences are for mental health. The mental health absences will not be included in chronic truancy days for a student but will be included in

the chronic absenteeism category for the District. After 2 consecutive mental health days the school will ask if the family would like a plan for student support.

After 10 days, all absences without a doctor's excuse are considered unexcused. Doctor's notes must state the student was unable to attend school and give exact times when the student was seen in the doctor's office or via telehealth.

Parents please note: Nine (9) days of unexcused absence is considered chronic truancy (105 ILCS 5/26-2a) and may result in court action (705 ILCS 405/3-33.5). Parents, please also note that 10 days of absence, excused or unexcused, will result in a student being classified as having "chronic absenteeism" on the school report card for the State of Illinois. The Regional Office's appointed truancy office may begin contacting the family at six (6) days of absences.

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

The above attendance policy applies to In Person instructional days, Remote Learning days, Emergency days as approved by the Board of Education.

Excused Absences

Absences are excused for:

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

Unexcused Absences

Absences are unexcused for:

- Running errands for the family
- Staying home to care for younger children
- Working at or away from home
- Visiting friends or relatives without parents or guardians
- Shopping with parents
- Minor aches and pains (persistence may indicate a more serious problem)
- Ordinary weather hazards
- Mechanical failure when parents assume responsibility for transportation or missing the bus (Principal's discretion)

Procedural Notification

- 3rd Unexcused Absence
 - ➔ First letter sent home from the office and a referral to the Regional Superintendent
- 6th Unexcused Absence
 - ➔ Second letter sent home from the office
- 12th Absence
 - ➔ Third letter sent from the Regional Superintendent
- 15th Absence
 - ➔ Letter hand delivered from the Regional Office of the Superintendent to home requesting parent/guardian to attend a mandatory meeting with the Truancy Review Board.
 - ➔ If the meeting does not resolve the issue a referral will be made to the State's Attorney's office.
 - ➔ Further consequences may be imposed for additional absences per the District's Attendance Plan.

Home Hospital Instruction

Cross Reference: PRESS 6:150 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or 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. A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact your Building Principal.

Pre-Planned Excused Absences

Cross-Reference: PRESS 7:70, Attendance and Truancy

Knoxville CUSD 202 strongly discourages vacations during the course of the school year. If a student is aware that he or she is going to be out of school prior to the day of the absence, the principal or secretary should be notified.

No advance work will be assigned prior to prearranged absences. The nature of our curriculum necessitates teacher assistance in making up work following a child's return to school. The teacher, student, and parent will work together to ensure the student has met academic expectations within the classroom. Homework will be given to the student upon return. Students will have the number of days missed plus one additional day to complete the work.

Parents are responsible for making contact with the principal prior to this pre-planned absence to discuss these educational issues.

Military/Parent Active Military

Cross-Reference: PRESS 7:70, Attendance and Truancy

A student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment.

Release During School Hours

Cross-Reference: PRESS 7:70, Attendance and Truancy

Many important school activities take place in the last few minutes of the day and it is important that the children are present. **Parents needing to have their children dismissed early at the end of the day must send a note to the classroom teacher and call the office by 8:15 a.m.**

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

Religious Observance

Cross Reference PRESS 7:80 Release Time for Religious Instruction/Observation

Religious Observance A student shall be released from school, as an excused absence, because of religious reasons, to observe a religious holiday, or because the student's religion forbids secular activity on a particular day(s) or time of day. The parents/guardians must give notice to the District before the student's anticipated absence.

Religious Instruction

Cross Reference PRESS 7:80 Release Time for Religious Instruction/Observation

A student shall be released from school for a day or portion of a day for the purpose of religious instruction. Notification of the student's absence by the student's parent(s)/guardian(s) must be given to the Building Principal before the day the student is to be absent.

Tardiness and Leaving School During School Hours

Cross-Reference: PRESS 7:70, Attendance and Truancy

When a student is late for school or class, his/her individual attendance report must document the tardiness and the school will determine whether or not the tardiness is approved. A student shall not be permitted to leave school before the normal hours of dismissal except by permission of the principal. The utmost care must be exercised in releasing a student from the custody of the school to any person or in sending a student home.

Grade Level	Number of Minutes Late to School	Absent for Portion of Day
Kindergarten and 1st Grade	Late minutes to 121-239 minutes	½ day absent
Kindergarten and 1st Grade	Late 240 minutes or more	Full day absent

2nd, 3rd, 4th and 5th Grade	Late 66 minutes to 150 minutes	½ day absent
2nd, 3rd, 4th and 5th Grade	Late 300 minutes or more	Full day absent
Grades 6 through 12	Attendance is taken hourly and not counted as ½ or full day	

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

- Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.
- High school dropout, which chronically absent students are more likely to experience, has been linked to poor outcomes later in life, from poverty and diminished health to involvement in the criminal justice system.

Make Up Work

Cross-Reference: PRESS 7:70 Attendance and Truancy

If a student's absence is excused he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Assignments will be due (1) school day more than the number of specified school days missed. Students who are unexcused from school may be given missed work but it will be up to each teacher to determine if the work will be entered into the gradebook. The timeframe for the completion of make up work shall be in accordance to the guidelines established by the school the student attends.

Homework

Cross Reference PRESS 6:190 Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance to ensure that homework:

1. Is used to reinforce and apply previously covered concepts, principles, and skills;
2. Is not assigned for disciplinary purposes;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.

Missed Homework Students absent for a valid cause may make up missed homework in a reasonable timeframe per policy see Attendance.

No Pass No Play

See Interscholastic and Eligibility under Extra Curriculars in this handbook.

Bullying Policy

Cross Reference Public Act 103-0047 Section 27-23.7. PRESS 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment;

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non school-related location, activity, function, or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or, orderly operation of a school.

Bullying includes cyber-bullying

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications.

Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

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, (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 social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Parents/Students are encouraged to promptly report bullying to their Building Principal or designee. All reports shall be documented using District 202 Bullying Incident Reporting Form (see Appendix A or go to <https://www.bluebullets.org/page/bullying-policy>)

Bullying Reporting Contacts at Each School

School	Contact Name	Position	Email
Mable Woolsey Elementary School	Mrs. Michelle McClay	Principal	mmcclay@bluebullets.org
Mable Woolsey Elementary School	Mrs. Austin King	Outreach Coordinator	aking@bluebullets.org
Knoxville Junior High School	Mr. Matt Maaske	Principal	mmaaske@bluebullets.org
Knoxville Junior High School	Mrs. Sydney Ingle	Guidance Counselor	sydneyingle@bluebullets.org
Knoxville High School	Mr. Adam Mize	Principal	amize@bluebullets.org
Knoxville High School	Mrs. Brandy Nolan	Guidance Counselor	bnolan@bluebullets.org

Legal Requirements

The General Assembly passed Public Act 95-0349, which deals with bullying prevention education. This bill requires each school district to create, maintain, and file a policy on bullying with the State Board of Education beginning 180 days after the effective date of the amendatory Act. The bill was signed by the Governor on

August 23, 2007. Each school district must communicate its policy on bullying to its students and their parents or guardians on an annual basis. The policy must be updated and then filed every two years with ISBE.

A school board is required to have a student discipline policy that includes provisions to address students who have demonstrated behaviors that put them at risk for aggressive behaviors, "including without limitations, bullying as defined in the policy". The policy must include procedures for notifying parents or legal guardians and early intervention procedures based on available community-based and district resources.

How can students be helped with preventing bullying?

Upon notifying the administration of an incident, the school has 24 hours to inform the parents of all students involved in the incident; the school must make diligent efforts to notify a parent or guardian utilizing all contact information the school has available OR that can be reasonably obtained by the school within the 24-hour period.

Building Level Student Service Teams

Staff designated to support students including building administrators, social workers, psychologists and counselors are available at each building to support teaching, reteaching, review and reinforcement of explicit school-wide and classroom behavioral expectations. These staff members are also available to talk with students about situations related to bullying/cyberbullying as needed.

The School Complaint Manager is the Principal at each school.

Dealing With Bullies

If your student feels bullied, help us reinforce these three steps to deal with bullying or cyberbullying:

STOP

Do not respond to the bully. Bullies enjoy controlling the behavior of others. The first step to beating a bully is showing them they can't control you or your responses. Ignore the bully whenever possible.

BLOCK

Avoid situations where you might be subjected to a bully's controlling behavior when possible or appropriate. You are in control of your digital world. Use email, social media, & cell phone tools to block the bully's attempts. "Unfriend" and "unfollow" the bully so their social media messages are removed from view. The less you are exposed to the bully's messages, the more power you have over the bully. Your internet service providers and your cellular service providers can also help you block bullies if needed.

TELL

Contact your parents, teachers, school principal, or another trusted adult and tell them what is happening. Teachers and principals are trained to help in these situations but remember that there are legal limitations to what they can do and tell you about. You can report the bully to your internet service provider or your cellular service provider so they can take action. Report abuses to social media networks so the bully's account can be examined for possible suspension. Sometimes it is appropriate to contact local law enforcement for help as well. You don't have to be silent - report the bullying behavior so something can be done to help you.

Code of Conduct

Cross Reference PRESS 7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, 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 or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Classroom Managed Behaviors

Classroom Managed Behaviors are misbehaviors which impede the orderly operation of the classroom, school and/or bus. Such misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel. Classroom managed behaviors include the following:

1. Bringing prohibited items to school (eg. toys, fidget spinners, other items as outlined in each school's discipline policy)
2. Creating disturbances in classrooms or on school-controlled grounds
3. Dishonesty/Lying including minor academic dishonesty
4. Disrespect
 - a. Towards students or adults
 - b. Towards property
5. Failure to carry out directions/disobeying
6. Failure to:
 - a. abide by the student dress code(May be an office managed behavior depending on the school)
 - b. abide by physical education dress code requirements
7. Failure to abide by the classroom technology management plan
8. Instigating conflict between two or more students through gossip, rumors, attempting to discredit another student, or falsifying information
9. Littering. Careless discarding of trash or other items
10. Tardiness (May be an office managed behavior depending on the school)
11. Verbal abuse. The consistent demeaning of another, i.e. name calling, teasing, derogatory comments.
12. Inappropriate Language: Any language that is historically offensive based upon the basis of sex, age, race, color, religion, sexual orientation (including gender identity), physical and mental disability, citizenship status, national origin, or ancestry.

Restorative/Discipline Options for Classroom Managed Behaviors

- Conference/Processing with student
 - Behavioral contract/student plans
 - Restorative Practices (Circles, Skills-based coaching, etc.)
 - Restitution or Contribution
 - Consequences as stipulated in the approved Classroom Management Plan
 - Detention served with the classroom teacher or person assigning the detention
 - Parental contact (all contacts should be documented using the parent communication log on the student information system)
 - Verbal reprimand
 - Withdrawal of privileges
-

8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.

9. Engaging in hazing or any kind of bullying as described in Board policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.

11. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.

12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.

13. Entering school property or a school facility without proper authorization.

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

15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.

16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.

18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.

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

20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

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

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

Hazing

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

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

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

Disciplinary Measures

Cross Reference PRESS 7:190 Student Behavior; 7:200 Out-of-School Suspension Procedures;

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

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. 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 may 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 be prohibited from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code. Administrative transfer shall require agreement with parents.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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

persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out and Physical Restraint

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

Corporal Punishment

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

Weapons Prohibition

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school

suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

Access to Student Social Networking Passwords & Websites

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

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 or is subject to a battery. School grounds include modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report incidents involving battery against staff members to the Ill. State Board of Education through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval. A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a

student's enrollment.

Suspension

Cross Reference 7:2000 Out-of-School Suspension Procedures

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

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges 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. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a. A threat to school safety, or
 - b. A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:
 - a. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b. As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c. That the student's continuing presence in school would either:
 - i. Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii. Substantially disrupt, impede, or interfere with the operation of the school.
 - iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.

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 the 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 (a) and (e) in number 4, above.

Bus Conduct

Cross Reference PRESS 7:220 Bus Conduct

All students must follow the District's School Bus Safety Rules. (Appendix D)

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including, but not limited to, the following:

1. Prohibited student conduct as defined in 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.

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

Academic Credit for Missed Classes During School Bus Suspension

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

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

Misconduct by Students with Disabilities

Cross Reference PRESS 7:230 Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Expulsion

Cross Reference PRESS 7:210 Expulsion Procedures

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s).
 - e. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the 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 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 reason 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 of 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.

Curriculum

Curriculum Content

Cross Reference PRESS 6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee

may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In grades 4 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States.
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, Access to Electronic Networks and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
7. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include educating students about behaviors that violate policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment.
8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. Exemptions include, K-4 building meets 2 days a week for physical education. See the High School Course handbook for additional student exemptions.
10. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, and (f) beginning in the fall of 2024, in grades 9-12, the dangers of fentanyl.
 - a. The District implements a comprehensive health education program in accordance with State law. Parents/guardians have the right to opt out their student from any comprehensive personal health and safety or comprehensive sexual health education class or course by submitting the request in

writing, and the right to review the scope and sequence of the instructional materials to be used in such class or course. (105 ILCS 5/27-9/1.a)

- b. Parents/guardians have the right to object in writing to their student taking or participating in any class or courses on AIDS or family life instruction or to receive training on how to properly administer cardiopulmonary resuscitation or how to use an automated external defibrillator. (105 ILCS 110/3)
11. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
12. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
13. In grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
14. In grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.
15. In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. Computer science means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet.
16. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
17. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith

practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self determination, both historically and in the present day, with a focus on urban Native Americans, and (j) beginning in the fall of 2024, the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05. In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

18. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
21. On all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
22. In all schools offering a secondary agricultural education program, courses as required by 105 ILCS 5/2-3.80. 23.
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

Guidance and Counseling Program

Cross Reference PRESS 6:270

The School District provides a guidance and counseling program for students. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member. The counseling program will assist students with interventions related to academic, social and/or personal issues. Students shall be encouraged to seek academic, social, and/or personal assistance.

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parent(s)/guardian(s) with information.

If parents/guardians wish to deny their student access to representatives from colleges and universities, occupational training institutions and career-oriented recruiters, or the military a signed written request to the high school before the end of the student's 10th grade year, or within 10 days for student who enroll after their 10th grade year to the High School Guidance Counselor.

Threat Assessment

The primary purpose of a threat assessment is to prevent targeted violence. The threat assessment process is centered on an analysis of the facts and evidence of behavior in a given situation. After a threat is assessed, if indicated, a safety plan and interventions are put into place, from mild tier 1 intervention such as weekly check-ins with students and phone calls home, to immediate and swift interventions including calling 911 and involving law enforcement.

The district threat multidisciplinary team is responsible for responding to reported threats, as well as managing said threats that have been identified as legitimate concerns.

Once a targeted threat is reported, the following steps are triggered:

1. Identify situations/persons of concern.
2. Inquire and gather information.
3. Assess the situation.
4. Manage the situation/mitigate risk.

School-Sponsored Publications and Websites

Cross Reference PRESS 7:310 Restrictions on Publications (Elementary Schools);7:315 Restrictions on Publications (High School)

For purposes of this section and the following section, a publication includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On-Campus

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Incites students to violate any Board policies.

Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing "on-campus" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing publications that cause: (1) substantial disruption or a foreseeable risk of substantial disruption to school operations or (2) interferes with the rights of other students or staff members.

For purposes of this section and the following section, a publication includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, CD-ROM, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., data or voice messages delivered by cell phones, tablets, and other hand-held devices).

Bullying and Cyberbullying

See Bullying in the Student Handbook, Code of Conduct, or behavior that is bullying and/or cyberbullying according to Board policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment.

School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and School Board policies, and student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate in 105 ILCS 5/27-20.08; and
6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties; or
4. Incites students to:
 - a. Commit an unlawful act;
 - b. Violate any of the District's policies; or
 - c. Materially and substantially disrupt the orderly operation of the school.

Education of Children with Disabilities

Cross-Reference: PRESS 1:20 District Organization, Operations, and Cooperative Agreement

Knoxville CUSD 202 and the Knox Warren Special Education Cooperative are responsible for actively identifying, locating, and evaluating all children with disabilities who reside within district boundaries. If it is determined that a child requires an assessment for possible special education services, a referral for a study evaluation will be initiated.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

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

- A consultation with parents
- An interview with the student
- A social developmental study
- An assessment of adaptive behavior and cultural background

- A review of medical history
- A vision and hearing screening
- Any specialized evaluations such as a psychological examination or speech/language evaluation
- Data collected via the problem-solving team process
- If you believe your child is experiencing significant school problems which should be investigated, put your concerns in writing and share them with your child's principal.

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 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

Access to Medicaid Funds

The federal special education law, the Individuals with Disabilities Education Improvement Act 2004 (IDEA), specifies each State's obligation to develop agreements with non-educational public agencies to ensure that all services necessary to provide a free appropriate public education (FAPE) are provided to children with disabilities at no cost to the parent. Such public agencies include the State Medicaid agency. School districts are permitted to seek payment from public insurance or assistance programs (like Medicaid) for certain services provided at school.

Under the Family Education Rights and Privacy Act (FERPA), your consent is required for the school district to release information about your child to various State of Illinois agencies in order for the school district to obtain reimbursement from your child's public benefits of covered services provided to your child at school. You are entitled to have a copy of any information the school district releases to the state Medicaid program. If you have previously given consent for Knoxville CUSD 202 to access your or your child's public benefits and to release information needed to access Illinois Medicaid funding for services provided through your child's individualized education program (IEP), the school district may release:

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

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

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

Explanation of Procedural Safeguards Available to Parents of Children with Disabilities

This statement of parent rights was developed by the United States Department of Education, Office of Special Education Programs and modified by the Illinois State Board of Education to comply with Illinois rules. As the parent of a child who is receiving or may be eligible to receive special education services, you have certain rights which are safeguarded by state and federal statutes. The rights to which you are entitled are listed below. A full explanation of these rights is available from your school district. Please review this document carefully and contact your school district if you have any questions or wish additional clarification regarding your child's

services or procedural safeguards. Additional information regarding your rights is available on the ISBE website: www.isbe.net/spec-ed/ in a document titled, "A Parent's Guide: The Educational Rights of Students with Disabilities."

Prior Notice to Parents

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

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

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

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

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

Parent Consent

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

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

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

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

Administrative Access to Classrooms and Personnel

Cross Reference 105 ILCS 5:14-8.02 (g-5); Knox Warren Policy and Procedures 6:120 AP2

Access to classrooms and personnel is permitted in limited situations by 105 ILCS 5/14-8.02(g-5). Guidelines follow:

1. These guidelines apply to access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility, an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or student. A qualified professional means “an individual who holds credentials to evaluate the child in the domain or domains for which an evaluation is sought or an intern working under the direct supervision of a qualified professional, including a master’s or doctoral degree candidate.” These individuals are referred to in this procedure as visitors.
2. Visitors will be afforded reasonable access to educational facilities, personnel, classrooms, and buildings and to the student. To minimize disruption, reasonable access means that the parent(s)/guardian(s) or qualified professional retained by or on behalf of a parent(s)/guardian(s) or student is allowed access once per school quarter for up to one hour or one class period.¹ A visitor may request the authorized administrator to grant longer or additional observations based on individual circumstances and provide any supporting documentation in support of such a request. A professional evaluator can request longer or additional observations in his or her initial request. The administrator may grant, deny, or modify the request, and the administrator’s decision shall be final.
3. Visitors must comply with:
 - a. School safety, security, and visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
 - c. Board policy 8:30, Visitors to and Conduct on School Property. Visitors may not disrupt the educational process.
4. If the visitor is a parent/guardian, he or she will be afforded reasonable access as described above for the purpose of:
 - a. Observing his or her child in the child’s current educational placement, services, or program, or
 - b. Visiting an educational placement or program proposed for the child by the Individualized Education Program (IEP) team.
5. If the visitor is an independent educational evaluator or a qualified professional retained by or on behalf of a parent or student, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the student, the student’s performance, the student’s current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the student, including interviews of educational personnel, student observations, assessments, tests, or assessments of the student’s educational program, services, or placement or of any educational program proposed by the IEP team, services, or placement. If one or more interviews of school personnel are part of the evaluation, the interviews must be conducted at a mutually agreed upon time, date, and place that do not interfere with the school employee’s school duties. The Building Principal or designee may limit interviews to personnel having information relevant to the student’s current educational services, program, or placement or to a proposed educational service, program, or placement.

6. Prior to visiting a school, school building, or school facility, a visitor must make a written Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes. This form (Appendix B) serves to:
 - a. Inform the Building Principal or designee in writing of the proposed visit(s), the purpose, and the duration, and
 - b. Identify requested dates/times for the visit(s) to facilitate scheduling
7. The student's parent/guardian must consent in writing to the student being interviewed by the named evaluator as part of a visit.
8. The student's parent/guardian, or the student, if he or she is over the age of 18, must execute an Authorization to Release Student Record Information before an independent educational evaluator or a qualified professional retained by or on behalf of a parent/guardian or student will be given access to student school records or to personnel who would likely release such records during discussions about the student. If a student is over the age of 12 and the records contain mental health and/or developmental disability information, the student must also be requested to sign the Authorization to Release Student Record Information before any observation by or disclosure of school student records or information to a visitor.
9. The visitor must acknowledge, before the visit, that he or she is obligated to honor students' confidentiality rights and refrain from any re-disclosure of such records and/or information. The visitor will provide this acknowledgment and agreement by completing, Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes. (Appendix B).
10. The Building Principal or designee will attempt to arrange the visit(s) at times that are mutually agreeable. The Building Principal or designee will accompany any visitor for the duration of the visit, including during any interviews of staff members.
11. If the visitor is a professional retained by the parent/guardian, the visitor must provide identification and credentials before the visit.
12. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other School District designee must facilitate such visit(s) when the student attends a program outside of the District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds.

Independent Educational Evaluation

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

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

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

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

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

Complaint Resolution and Mediation

- Complaints alleging violations of parent and special education student rights can be referred to the Knoxville District Office, (309) 289-2328.
- Complaints alleging violations of parent and special education student rights can be referred to the Department of Special Education, Illinois State Board of Education, for review, investigation and action within 60 days.
- Illinois' mediation service is designed as a voluntary alternative to the due process hearing as a means of resolving disagreements regarding the appropriateness of special education and related services. This service is administered and supervised by the Illinois State Board of Education and is provided upon request at no cost to the parties. Parents and/or local school districts who wish to request mediation services or to know more about the State Board of Education complaint resolution system may contact the Department of Special Education at (217)782-5589 or toll free for parents (866) 262-6663; (217) 524-4835 for Early Childhood issues).
- Requests regarding rule interpretation or parent/student rights clarifications may be referred to the District Office, (217) 289-2328.

Impartial Due Process Hearing

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

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

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

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

Resolution Meetings

Prior to the impartial due process hearing the district will convene a meeting with parents and relevant members of the IEP Team who have specific knowledge of the facts identified in the request for a due process hearing. The

purpose of the resolution meeting is to discuss the request for the hearing and the facts that form the basis of the request so that the school district has the opportunity to resolve the dispute.

The resolution meeting shall:

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

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

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

Pre-hearing Conference

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

Due Process Hearing Rights

Any party to a hearing has the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
2. Present evidence and confront, cross-examine, and compel the attendance of witnesses;
3. Prohibit the introduction of any evidence that has not been disclosed to that party at least five days before the hearing;
4. Obtain a written or electronic verbatim record of the hearing;
5. Obtain written findings of fact and decisions. Parents have the right to have the child who is the subject of the hearing present at the hearing and to open the hearing to the public.

Appealing the Decision

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

Child's Status During Proceedings

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

admission to public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all proceedings.

Award of Attorneys' Fees

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

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

Educational Surrogate Parents

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

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

Access to Educational Records

Cross Reference Illinois Law: PA 101-0515 Related Service Logs

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

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

Service Animal

Cross Reference 105 ILCS 5/14-6.02; 720 ILCS 5/48-8; 510 ILCS 5 / 8; 42 U.S.C. §12101 et seq.; 28 C.F.R. §§ 35.104, 35.136

State and federal laws allow a student with a disability to be accompanied by a service animal that is individually trained to perform work or tasks for the benefit of a student. The animal may accompany the student to all school functions, whether in or outside the classroom. The District Administration will comply with federal and state law and

definitions when identifying and managing legal and practical issues when a student with a disability uses a service animal at school.

For more information about the definition of *service animal*, see the following U.S. Dept. of Justice, Civil Rights Div., *Disability Rights Section*, documents:

Service Animals at: www.ada.gov/service_animals_2010.htm.

Frequently Asked Questions about Service Animals and the ADA at: www.ada.gov/regs2010/service_animal_qa.html.

Emergency School Closings

It is important to know that the weather prediction itself is not the only determinant. There are other factors that are carefully analyzed when making a decision to keep the buildings open or to close. To highlight some:

- The safety and well-being of students and staff
- The severity of the weather (extreme cold, excessive snow, ice, flooding, etc.)
- Timing of the weather-related events
- The ability of buses, cars, and walking students to travel safely
- The operable condition of our buildings

As a school district, we understand the **many plans for childcare that come with school closures**.

In a situation of pending inclement weather, the Superintendent is in constant contact with our transportation director, surrounding community school administrators, the town of Knoxville, and the Illinois Department of Transportation.

While it is good to collaborate, the Superintendent will ultimately make the decision with the focus on Knoxville CUSD 202 student and staff safety. Emergency days will have to be utilized in the event the school buildings are closed due to inclement weather.

The weather is monitored through the [National Weather Service](#).

Notification of a Closure: School building closure decisions will normally be made the evening prior, if at all possible. In the vast majority of circumstances, the decision to close or delay is made by 5:30 a.m.

Early School Out due to an emergency. When school must be dismissed early after the school day has started due to inclement weather, families will be notified immediately through the school emergency notification system in Thrillshare. Please be sure that all your family information is updated in the electronic student information system used at registration and throughout the school year for family communication.

On Early Out due to an emergency every effort will be made to provide lunch. Each building's Food Closet is available for student access on these days.

The District may choose to have a one-two-hour delay, if we believe that the weather conditions will improve during the morning. In the case of a delayed start, students will be picked up one-two hours later than normal at their regular transportation stop and will be dismissed at regular time.

During an extreme heat warning, that work to keep schools comfortable and troubleshoot issues as they arise with some of our older systems. That said, extreme temperatures will put additional strain on our air conditioning units. Based on extreme heat forecasts:

- Students will be let into the building 15 minutes before school begins;
- Recess will be indoors;

- PE classes will be held indoors;
- PE activities will be low impact;
- Interscholastic sports may be held indoors, rescheduled, or canceled;
- PALS program will be indoors

Family Discretion

As always, if parents decide that conditions their family face require their student(s) to remain at home, simply inform your school of the absence. Whenever a decision is made to cancel school or to alter the school day, it is based on the general safety conditions for all students and staff. The district recognizes that conditions may vary for each student or family. If you feel that it is unsafe to send your student to school, please contact the school attendance office.

On any day that there is any delayed start, there will be no pre-k classes.

The closure of school buildings also means that extracurricular activities may be canceled. Notification to parents/guardians of students, and staff will be communicated as follows:

- An automated phone call, email, and text (dependent on your notification preferences)
- Knoxville District 202 website
- District social media accounts
- Local media outlets

Parents/guardians must remember to update their contact information during registration each year, and throughout the year if you change any of your contact information.

“Snow Days” or emergency days are used by the Knoxville School District. These Emergency Days are on the ISBE, Regional Office of Education, Board Approved District Calendar for each year.

Equal Opportunity and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the building principal.

Extra Curricular

Cross Reference 6:190 Extracurricular and Co-Curricular Activities; 7:300 Extracurricular Activities; District Athletic Handbook; 7:240 Conduct Code for Participants in Extracurricular Activities

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class. "Co-curricular activity" refers to an activity associated with the curriculum in a regular classroom and is generally required for class credit. "Extracurricular activity" refers to an activity that is not part of the curriculum, is not graded, does not offer credit, and does not take place during classroom time; it includes competitive interscholastic activities and clubs.

Building Principals are responsible for the scheduling and announcing of student extracurricular and co-curricular activities. Non-school sponsored student groups are governed by the District's policy on student use of school buildings.

Academic Criteria for Participation

For students in kindergarten through 4th grades: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For students in the 5th through 12th grades: All student athletes must maintain scholastic eligibility as established by the Knoxville School District Policy 6:190.

In order for an activity to be considered a District-sponsored extracurricular or co-curricular activity, 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. Fees are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria listed above.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility for the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered 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 parent/guardian written statement 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(s)/guardian(s) must provide written consent to random drug testing pursuant to the Extracurricular Drug and Alcohol Testing Program.
7. The student and his or her parent(s)/guardian(s) 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 (PRESS 7:305 Student Athletes and Head Injuries).

8. The Superintendent (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, Equal Educational Opportunities, and (2) shall maintain the necessary records to ensure student compliance with this policy.

Additional Requirements for Participation in Athletic Activities

Cross Reference PRESS 6:190, Extracurricular and Co-Curricular Activities, 7:240, Conduct Code for Participants in Extracurricular Activities; See the District Athletic Handbook for a complete listing and additional information.

Activity Fee

In the spring of 1984, the Board of Education instituted extra-curricular activity fees rather than eliminate some of the programs. To cover the increased costs of extra-curricular activities, students in grades 5-12 participating in athletics, band, orchestra, cheerleading, and dance are required to pay a fee for each extra-curricular activity in which a student participates. The fee is \$25.00 and should be paid to the Athletic Director or to the students assigned to the building's main office by the fifth day after the beginning of the activity. In sports where there is a cut policy, the fee is to be paid within five (5) days after the team is established. Checks should be made payable to Knoxville School District #202. A refund would be made only under the following circumstances:

1. The participant moves from the district within three (3) weeks after the activity begins.
2. The participant is injured prior to the first contest and is not able to compete for the remainder of the season.

Any participant that quits after the first week will not qualify for any refund. Any participant that is dismissed for disciplinary reasons will not qualify for any refund. Any participant becoming academically ineligible will not qualify for any refund.

Attendance

Students who are absent during any part of the school day will not be allowed to participate in practice, activities or games on that date. Students will be considered absent if they arrive 20 minutes after the start of the school day. Exceptions to this rule would include (1) funeral or death; (2) dental or medical appointment (This will require written verification from that office.); (3) family emergency (at administrator's discretion); (4) a religious ceremony or event. A student who has one or more trancies or who has been suspended from school may be suspended from participation in activities by school officials.

A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension

A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the designated teacher, sponsor or coach.

Care of Equipment

Students involved in athletic activities are responsible for the care of all athletic equipment issued to them during the course of a season. Participants are also responsible for any of the athletic facilities which they use in the course of their season. Deliberate and willful destruction of school property (Knoxville and/or any opponent) will result in restitution of damaged equipment or property by the individual(s) involved in the acts. Restitution does not preclude other disciplinary measures.

All equipment must be turned in at the completion of the sport season. Failure to do so will make the student ineligible for future athletic sport seasons until it has been returned or the district has been reimbursed for the replacement costs.

Coaches' Rules

District rules have been established to provide a consistent guide for the entire activities program in the Knoxville school system. Each representative coach/sponsor may establish further rules or guidelines, such as curfew, grooming, etc. Each respective coach/sponsor will also establish other rules such as regulating attendance at, and participation in, practice sessions and games as well as all other times the student/athlete is under the supervision of the coach/sponsor.

It is also understood that not all rule infractions can be specifically listed in a document such as this.

Code of Conduct

This Code of Conduct applies to all extracurricular and athletic activities and is enforced 365 days a year, 24 hours a day.

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

Students and their parents/guardians are encouraged to seek assistance from the Student Assistance Program for alcohol or other drug problems. Participation in an alcohol or drug counseling program will be taken into consideration in determining consequences for Code of Conduct violations.

The student shall not:

1. Violate the school rules and School District policies on student discipline including policies and procedures on student behavior;
2. Ingest or otherwise use a beverage containing alcohol (except for religious purposes);
3. Ingest or otherwise use tobacco or nicotine in any form;
4. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute any product composed purely of caffeine in a loose powdered form or any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;
5. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute any object that is or could be considered a weapon or any item that is a look alike weapon. This prohibition does not prohibit legal use of weapons in cooking and in athletics, such as archery, martial arts practice, target shooting, hunting, and skeet;
6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors;
7. Act in an unsportsmanlike manner;
8. Violate any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and reckless driving;
9. Haze or bully other students;
10. Violate the written rules for the extracurricular or athletic activity;
11. Behave in a manner that disrupts or adversely affects the group or school;
12. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff; or
13. Falsify any information contained on any permit or permission form required by the extracurricular or athletic activity.

Hazing is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Due Process Procedures

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

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

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

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

Violations of Activity Rules

Activity rules are in effect both in and out of season throughout the entire calendar year. Guilt will be determined by participant admission, investigation by school officials, teacher observation, law enforcement information, arrest, or conviction. The Principal and Asst. Principal/Athletic Director will judge the rule's infraction and/or improper conduct and determine the appropriate consequence. This Code does not contain a complete list of inappropriate behaviors for students in extracurricular activities. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations and a student may be excluded from sports or activities while the school is conducting an investigation regarding that student's conduct.

Consequences

1. First offense – 50% suspension of regularly scheduled contests/events. Suspensions may carry over into another season/school year. Requirement of a school-approved counseling program at the expense of the student/parent.

Participants are expected to practice and attend games/events (excluding games/events where students would be required to leave school early) with the respective squad of which they are a member during the suspension.

2. Second offense (during their career) – Dismissal from activities for a period of one complete calendar year. Requirement of a school-approved counseling program at the expense of the student/parent

3. Third offense (during their career) – No activities for the remainder of their school career.

* The suspension penalties for offenses out of season will be imposed the following season/semester of a participant's active participation in a sport/activity. Any participant serving a suspension must complete that season/activity in compliance with team expectations in order for the suspension to be considered "served."

* The amount of games/matches/activities participated in per sport/activity varies. The total number of games/activities scheduled on the first day of practice/attendance will be used to determine the length of season and the length of suspension. Games/Events canceled or added for any reason will not reduce or add to the number of games/matches/activities that the participant will be suspended for. Percentages will not be recalculated during the course of the season. Only games/activities that are completed will count as suspension time served.

* Honesty Code – If a student self-reports to a coach, sponsor, or administrator, within 24 hours of the infraction, that he/she violated the activities code, the student will be suspended 20% of the athletic season/school year. This provision only applies to first offense situations and cannot be utilized in a circumstance when a student is selected for random drug testing. As a condition of this reduction in the length of suspension, the student must complete a Substance Abuse Evaluation/Screening by a licensed or certified substance abuse counselor and fulfill any counseling or treatment recommendations given by the substance abuse counselor. The student must provide written proof from the counselor to the Athletic Director that the screening and recommendations are complete.

Parents/Guardians/Students will be responsible for any monetary expenditure as a result of the student's admission of guilt including the fee for the screening and counseling sessions. If the student does not complete the screening and recommended counseling program, an immediate suspension from sports will be enforced. The participant must serve the remaining percentage of the original 50% penalty before he/she becomes eligible to participate.

Participation Board

The Participation Board shall consist of the coach/sponsor of a team/activity other than the team/activity involved, Athletic Director, Principal, and two staff members designated by the Principal to serve for the duration of the case. The Principal shall officiate at any hearing of the Participation Board. Any athlete/participant or parent may appeal to the Participation Board any decision regarding suspension or dismissal from a team/organization. Any ruling by the Participation Board may be appealed to the Superintendent. Appeals to the Participation Board and/or Superintendent must be filed in writing within five (5) days of the adverse ruling regarding a suspension or dismissal.

Social Media

Students are expected to be responsible for their social media activity. Inappropriate conduct communicated via cell phones, social media, or other forms of communication will not be tolerated. This conduct may include but is not limited to photos, videos, and/or comments showing the personal use of alcohol, drugs, tobacco; content that is unsportsmanlike, derogatory, or demeaning towards a teammate, coach and/or opponent; or content that is sexual in nature. Violations of this policy may result in suspension or expulsion from the respective squad as determined by the coach, Athletic Director and the Administration.

Concussions and Head Injuries

Cross Reference 7:305 Student Athlete Concussions and Head Injuries

The District develops and implements the concussion protocols and policies in accordance with the Youth Sports Concussion Safety Act (YSCSA). The Concussion Oversight Team for the District establishes the each of the following based on peer reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:

- i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
- ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to learn protocol.

Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.

Each high school student-athlete is required annually to watch an IHSA-approved video regarding concussions and head injuries.

A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.

A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.

The following individuals must complete concussion training as specified in the YSCSA: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses, licensed healthcare professionals or non-licensed healthcare professionals who serve on the Concussion Oversight Team (whether or not they serve on a volunteer basis); athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.

- A. All student athletes, coaches, volunteers, and school employees must comply with the concussion protocols, policies, and by-laws of the Illinois High School Association (IHSA), including its Protocol for Implementation of NFHS Sports Playing Rules for Concussions, which includes its Return to Play (RTP) Policy. These specifically require that:
 - a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
 - b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
 - c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to

practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

- d. Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15.
- e. Require all student athletes to view the IHSA video about concussions.
- f. Inform student athletes and their parent(s)/guardian(s) about this policy in the Agreement to Participate or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.
- g. Provide coaches and student athletes and their parent(s)/guardian(s) with educational materials from the IHSA regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury.
- h. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion.
- i. Include a requirement for staff members to distribute the Ill. Dept. of Public Health concussion brochure to any student or the parent/guardian of a student who may have sustained a concussion, regardless of whether or not the concussion occurred while the student was participating in an interscholastic athletic activity, if available.

Drug and Alcohol Testing Program

The School District maintains an extracurricular and athletic drug and alcohol testing program in order to foster the health, safety, and welfare of its students. Participation in extracurricular and athletic activities is a privilege.

Each student and his or her parent(s)/guardian(s) must consent to random drug and alcohol testing in order to participate in any extracurricular or athletic activity. Failure to sign the School District's "Consent to Participate in Extracurricular Drug and Alcohol Testing Program" form will result in non-participation.

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

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

Medical Excuse/Injury

Any written notification from a doctor or certified trainer requiring a student athlete to be removed from participation will require a written release in order for that athlete to return to active participation. The student must also have a written release for full participation in physical education before the student is able to participate in extracurricular activities. Any student incurring a head injury and/or concussion must follow the Knoxville CUSD 202 Concussion Protocol before returning to learn or play.

No Pass, No Play Grades 9-12

Cross Reference 105 ILCS 5/10-20.30

District 202 follows the IHSA rules for Eligibility as follows and updated in the IHSA Handbook Section 3.000 and 4.000 Athletic Eligibility By-Laws:

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

Activity Eligibility - No Pass No Play Policy

Selection of members or participants in extracurricular activities is at the discretion of the designated teachers, sponsors, and coaches. All students involved in activities must maintain scholastic eligibility as established by the Knoxville School District in BOE Press Policy 6:190.

Rules Meeting

Every athlete must attend a rules meeting at the school and sign for receipt of the extra-curricular activities policy and insurance permit prior to the athlete participating in any practice. Parents will be notified and encouraged to attend these informational meetings. The school highly recommends that parents attend the meeting in order to understand the program and the coaches expectations.

Spectator conduct and sportsmanship

Any person, including adults, who behaves in an unsportsmanlike manner during an extracurricular event or practice, may be ejected from the event the person is attending and/or denied admission to school events for up to a year in accordance with Board Policy 8:30. Unsportsmanlike conduct will be determined at the discretion of the supervising administrator and/or event officials. Parents or fans ejected from a game will be suspended for a minimum of one event as determined by the administration.

A chain of command should be followed for any parent wishing to lodge a complaint with a coach. An appointment should be made to speak with the coach first. If the concern is not resolved, then the AD should be contacted prior to contacting the Principal, Superintendent, or the Board of Education (including individual members or the Board of Education as a whole).

Facilities

Cross Reference PRESS 4:160, Environmental Quality of Buildings and Grounds; Cross Reference: 105 ILCS 5/10-20.48

Asbestos Management Plans Available for Inspection

In accordance with Federal Register 40 CFR 73 Asbestos-Containing Materials in Schools, Final Rule (Asbestos Hazard Emergency Response Act, AHERA), all Knoxville CUSD 202 Schools have an Asbestos Management Plan located in the office. The plan may be reviewed during normal business hours.

Please contact Kevin Mauer, Asbestos Coordinator (309) 289-2328 with any questions.

Pest Management Policy Statement

It is the policy of Knoxville CUSD 202 to implement Integrated Pest Management procedures to control structural and landscape pests and minimize exposure of children, faculty and staff to pesticides.

Pests

It is the policy of Knoxville CUSD 202 to control pests in the school environment. Pests such as cockroaches, fleas, stinging wasps, termites and rodents are annoying and can disrupt the learning environment in schools. Pests are known to bite, sting or transmit diseases and may also cause allergic responses.

Pesticides

It is the policy of Knoxville CUSD 202 to reduce exposure to pesticides in the school environment. 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.

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

Integrated Pest Management (IPM)

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

The success of IPM in schools is dependent upon:

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

Coal Tar Sealant

Before coal tar-based sealant products or high polycyclic aromatic hydrocarbon sealant products are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students in writing or by telephone as required by the Coal Tar Sealant Disclosure Act.

Radon Testing

Cross Reference: 105 ILCS 5/10-20.48

The results of radon testing are reported every 5 years to the State Board of Education. These results are available for review.

Health and Safety

Administering Medicine

Cross Reference Press 7:270, Administering Medicines to Students

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing the appropriate School Medication Authorization Forms. (Appendix E, Appendix F)

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Students who require medication during the school day may bring the medication to school following these guidelines:

1. A written order for the medication must be obtained from the student's licensed prescriber. The order shall include the information recommended by the Illinois Department of Public Health and the Illinois State Board of Education.

2. Medication must be brought to the school in the original package and appropriately labeled container.

A. Prescription drugs shall display:

- Student's name
- Prescription number
- Medical name/dosage
- Administration route and/or other directions
- Date and refill
- Licensed prescribers name
- Pharmacy name, address, and phone number
- Name or initials of pharmacist

B. Non-prescription drugs shall be brought to school and stored with the manufacturer's original label indicating the ingredients and the student's name affixed to the container.

3. All student medication shall be left with the person designated by the Building Principal during the school day.

4. In all cases, the school retains the discretion to arrange the procedures for the administering of medicine.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form (Appendix E).

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Doctor's Excuses

Students will be excused for two days of P.E. and two days of recesses, as applicable, on the basis of a parent note for illness. A longer sequence of days requires a doctor's excuse. See also *Physical Education Exemptions* in this handbook.

Emergency Operations

Cross Reference PRESS 4:170 Safety; 4:180 Pandemic Preparedness, Management, and Recovery.

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent and building administrators implement, and maintain a comprehensive safety and security plan. That includes, emergency operations and crisis response planning that addresses prevention preparation, response, and recovery for each school. The District coordinates these plans with local and regional emergency services. In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

Automated External Defibrillators (AED)

Cross Reference PRESS 4:170

The Knoxville District has a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical. Emergency Preparedness Act and has a plan on file with the Ill. Dept. of Public Health (IDPH). The District provides for at least one automated external defibrillator (AED) to be available at every physical fitness facility on the premises according to State law requirements.

Safety Drills

During every academic year, each school building that houses school children shall conduct, at a minimum, drills required in the School Safety Drill Act (105 ILCS 128/).

The Knoxville School District uses the Standard Response Protocol (SRP) based on the response to any given situation, not on individual scenarios. The SRP uses the Incident Command System (ICS) vocabulary. This plan is reviewed no less than annually.

Health Examinations and Immunizations

Cross Reference 7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examination and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grades 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was risk-assessed or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza, influenza vaccinations, meningococcal disease, and meningococcal vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. t. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Head Lice and Scabies

We will conduct head checks as deemed necessary. However, this problem can occur to any child at any time. Parents should periodically inspect their child's scalp, ears, and hands. We encourage parents to report all cases of head lice and scabies. With the cooperation of parents, we can avoid a wide-spread outbreak.

We do have a no-live lice policy in which students are not allowed back in school until the lice have been treated and there are no-live lice in the hair. The nits are the eggs hatched by the lice. We feel it is a preventative measure to keep the problem under control by not allowing students into school with nits. Any student found with live lice will be sent home immediately. Students with lice or nits will not be allowed to return to school until all lice and nits have been removed. Students who have been sent home with lice or nits must be transported back to school by their parents the next day after treatment and/or removal of lice and/or nits to be rechecked to make sure they are lice and nit free. The bus barn will be notified and the child will not be allowed to ride the bus back to school until they have been checked at school. The reason for this policy is that lice spread so easily. We want parents to be assured that we are doing what we can to avoid an outbreak of lice. It is the parents' responsibility to send children to school lice/nit free.

Head Lice Procedures

Cross Reference Press 7:250, AP1, Measures to Control the Spread of Head Lice at School

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

Communicable and Chronic Infectious Disease

Cross Reference PRESS 5:40 Communicable and Chronic Infectious Diseases; 4:180 Pandemic Preparedness; Management; and Recovery

The District's Emergency Operations Plan has addresses Communicable and Chronic Infectious Diseases, as well as, Pandemic preparedness, management and recovery which have been developed and is implemented in conjunction with Board Policy and consistent with State and federal law, rules of the Illinois Department of Public Health, and School Board policies. In the case of a pandemic, the Governor may declare a disaster due to a public health emergency that may affect any decision for an emergency school closing. Decisions for an emergency school

closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Dept. of Public Health, District's local health department, emergency management agencies, and/or Regional Office of Education.

Parents must comply with the following procedures, which are in accordance with the Rules and Regulations for the Control of Communicable Disease, as issued by the Department of Health.

Chicken Pox:

Exclusion from school for at least six days after the onset of the eruption.

Mumps:

Exclusion from school for nine days and until all swelling is gone.

Skin Rashes, Eruptions, Conjunctivitis:

Will be referred to the office for consultation and possible corrective action.

Ringworm:

Exclusion from school until seen by a physician and has begun treatment.

Fifth Disease:

Need only be excluded from school during the fever stage which occurs before bright red "slapped look". May attend school with the rash. Caution to pregnant women who should avoid contact.

Pink Eye:

Exclude children with a white or yellow discharge until they have been treated with an antibiotic for at least 24 hours. Children with a watery discharge generally do not need to be excluded unless there have been other children in the group with similar symptoms, but should be monitored for signs of more serious illness, such as fever or rash.

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading communicable disease.

Should Your Child Stay Home?

Parents often have trouble knowing whether their child is too ill to go to school. The following guidelines will help you decide. Your child is too ill to go to school if he or she exhibits any of the following signs or symptoms:

- Seems very tired and needs rest (this is common with flu symptoms).
- Has vomiting or diarrhea.
- Becomes short of breath or has an increase in wheezing during normal activity.
- Has a cough that interrupts normal activity.
- Has a temperature above 100 degrees Fahrenheit by mouth.

- Has pain from earache, headache, sore throat, or recent injury.
- Has yellow or green drainage from eye(s).
- Breaks out in a rash.

In addition, keep your child at home if:

- Temperature is 100 degrees or above - Students must be fever free for 24 hours before coming to school. Although giving Tylenol, Advil, before school will lower your student's temperature and make him/her feel more comfortable, the temperature may rise again after the medication wears off. Fever free for 24 hours means without the aid of fever reducing medication.
- Diarrhea and /or vomiting - Do not send your student to school if he/she has vomited or had diarrhea within the last 24 hours. Vomiting and diarrhea must have subsided for at least 24 hours before the child may return to school.
- Fever, chills, muscle aches, coughing, sore throat, runny nose, congestion, headache - all are symptoms of influenza. Students are contagious 24 hours before onset of symptoms through 3 days after onset. Child should be kept home from school during the communicable period and/or for 24 hours after fever has subsided or for as long as the child feels ill.
- Common cold symptoms - includes sore throat, watery and/or discolored mucus discharge from eyes and nose, sneezing, fever, chills, generalized discomfort. Child is considered contagious 24 hours before onset of symptoms and usually for five days after. A child should be kept home from school if he/she feels ill or has a fever.
- Strep infections - Child with fever, red throat with pus spots, tender and swollen lymph glands should be seen by a doctor. Untreated strep infections can lead to rheumatic fever or kidney involvement. Children should stay home from school until 24 hours of antibiotic treatment have been completed and/or until fever has subsided for 24 hours. Scarlet fever, a rash on skin and inside of mouth, can accompany a strep infection along with fever, nausea and vomiting. Same exclusion rules apply as with strep infection.
- Suspicious rashes - We have to assume that a rash of unknown origin may be contagious until diagnosed by a doctor. Rashes such as impetigo, scabies and ringworm are extremely contagious and the student must stay home until a proper amount of treatment has been administered. Doctor's note must be provided releasing the student back to school if the rash is contagious.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

In accordance with rules adopted by the Illinois Department of Public Health (IDPH), a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the building Principal.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.

4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child Exemptions

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

Student Immunization Data

Cross Reference 105 ILCS 5/27-8.1(6)

The District must make publicly available on or before December 1 the immunization data that the school district is required to submit to ISBE by November 15. This data is available on the District website.

Lead Testing in Water

Cross Reference PRESS 4:170

The Knoxville District implements testing for lead in each source of drinking water in school buildings in accordance with the Illinois Plumbing License Law and guidance published by the IDPH.

Soccer Goal Safety

Cross Reference PRESS 4:170

The District enforces the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

Homeless Students

Cross Reference PRESS 6:140 Education of Homeless Children

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

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

In any event of a dispute resolution, the child or youth shall be immediately enrolled in the school for which enrollment is sought, pending final resolution, including all appeals. The parent, guardian or unaccompanied youth

shall be provided with a written explanation of any decisions related to the dispute made by the school, local educational agency, or State educational agency involved, including the right to appeal such decisions.

Student Records

Cross Reference PRESS 7:340 Student Records; 7:345 Use of Educational Technologies; Student Data Privacy; 6:340 Student Testing and Assessment

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

The right to inspect and review educational records includes:

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

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

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

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

Fees for Searching, Retrieving, and Copying Records

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

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

Record of Access

Each school district shall keep a record of parties obtaining access to education records collected, maintained, or used (except access by parents and authorized employees of the district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Challenge to Records

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

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

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

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

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

Transfer of Parental Rights

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

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

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

Illinois Schools Student Records Notification Statement

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

Permanent and Temporary Records

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

The permanent record **must** include:

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

The permanent record **may** include:

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

The temporary record **must** include:

- Information regarding a suspension or an expulsion for drugs, weapons or bodily harm to another
- Scores on state assessment tests in grades K-8 only
- A record release form
- Reports of "indicated" physical or sexual abuse from DCFS
- Health-related records (defined as medical records, other than those necessary for enrollment)
- Accident reports
- The completed home language survey form
- Any biometric information that is collected by the school

The temporary record **may** include:

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

NOTICE OF DESTRUCTION OF SPECIAL EDUCATION TEMPORARY RECORDS By law, schools shall maintain student temporary records for not less than five (5) years after the student has transferred, graduated or otherwise withdrawn from the school. Knox-Warren Special Education District will maintain student temporary records until students turn 26 years of age.

If you wish to review or have a copy of your child's records prior to the expiration of this timeline, please contact the Knox/Warren Special Education District Office at (309) 289-2324.

Parents or any person specifically designated in writing by a parent as representative have the right to:

a. Inspect and copy all permanent and temporary records within a reasonable time and in no case later than 15 school days after the date of receipt of such request by the official records custodian. A student shall have the right to inspect and copy his or her school student permanent record. The school charges thirty-five cents per page for copies. No parent or student shall be denied a copy of school student records due to inability to bear the cost of such copying.

b. Have presented the option of either the parent or the school, a qualified professional, who may be a psychologist, counselor, or other advisor, and who may be an employee of the school or employed by the parent, to interpret the information contained in the student temporary record. If the school requires that professional to be present, the school shall secure and bear any cost of the presence of the professional. If the parent so requests, the parent shall secure and bear any cost of the presence of the professional. If the parent so requests, the school shall secure and bear any cost of the presence of a professional employed by the school.

c. Challenge the accuracy, relevancy or propriety of any entry in the school student records, exclusive of grades. If the challenge is made at the time the student's records are forwarded to another school to which the student is transferring, then parents shall not have the right to challenge any references that may be in those records to expulsions or out-of-school suspensions.

- i. The request for a hearing shall be submitted in writing to the school and shall contain notice of the specific entry or entries to be challenged and the basis of the challenge.
- ii. An informal conference will be held within 15 school days of receipt of the request for a hearing.
- iii. If the challenge is not resolved by the informal conference, a formal hearing shall be initiated.
- iv. Formal hearing: a hearing officer, who is not employed in the attendance center in which the student is enrolled, shall be appointed by the school and shall conduct a hearing within a reasonable time but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parents and school officials.

The hearing officer shall notify the parents and school officials of the time and place of the hearing. Each party shall have the right to present evidence and to call witnesses, the right to cross-examine witnesses, and the right to counsel. A record of the hearing shall be made by tape recording. The decision of the hearing officer shall be rendered no later than 10 school days after the conclusion of the hearing and shall be transmitted to the parent and the school district.

The hearing officer's decision shall be based solely on the evidence presented at the hearing and shall order:

1. Retention of the challenged contents of the student record, or
2. Removal of the challenged contents of the student record, or
3. Change, clarification or addition to the challenged contents of the student records. The parties shall have the right to appeal the decision of the officer to the Regional Superintendent of Schools.

v. Appeal: Notice of appeal must be presented to the Regional Superintendent of Schools within 20 school days after the decision of the hearing officer. The opposing party shall be notified of the appeal at the same time. Within 10 school days, the school shall forward a transcript of the hearing, a copy of the record entry in question and any other permanent materials to the Regional

Superintendent of Schools.

Upon receipt of such documents, the Regional Superintendent of Schools shall examine the documents and record, make findings and issue a decision to the parents and the school district within 20 school days of receipt of the documents. If the subject of the appeal involves the accuracy, relevance or propriety of any entry in special education records, the Regional Superintendent of Schools should seek advice from appropriate special education personnel who were not authors of the entry and whose skills are relevant to the subjects of the entry in question.

The school shall be responsible for implementing the decision of the Regional Superintendent of Schools. Such decisions shall be final and may be appealed to the Circuit Court of the county in which the school is located.

2. No school student records or information contained therein may be released, transferred, disclosed or otherwise disseminated, except as follows.

- a. To a parent or student or person specifically designated in writing by a parent as a representative;
- b. To an employee or official of the school or school district or the State Board of Education with a current demonstrable educational or administrative interest in the student, in furtherance of such interest.
- c. To the official records custodian of another school in which the student has enrolled or intends to enroll; the record will be held for a period of five days after receipt of the request to give the parent or student an opportunity to examine the records to be transferred to the requesting time period by making the request to the building principal; records will be sent at the end of the five day period;
- d. To any person for the purpose of research, statistical reporting or planning, provided person(s) requesting the use of such information has signed an affidavit agreeing to comply with all rules and statutes regarding school records;
- e. Pursuant to a court order, this statement serves to notify the parent that the record will be made available upon receipt of the order.
- f. The school shall provide this information to anyone with appropriate identification and a copy of the statute authorizing such access; this statement serves to notify the parent that the record will be made available upon receipt of the request.
- g. Subject to regulations of the State Board in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons provided that the parents are notified as soon as possible of the information released, the date of release, the person, agency or organization receiving the information, and the purpose of the release;
- h. To any person with the prior specific, dated and written consent of the parent designating the person to whom the records may be released and the designated records or designated portions of the information to be released. The parent has the right to inspect, copy and challenge the records or designated portions of the information contained within the records;
- i. To juvenile authorities;
- j. To certain governmental agencies or authorities as may otherwise be specified by law; and
- k. To any person specifically required by state or federal law.

3. Parents may insert in their child's school student record a statement of reasonable length setting forth their position on any disputed information contained in that record. The school shall include a copy of such statement in any subsequent dissemination of the information in dispute.

4. Except for the student and his parents, no person to whom information is released and no person specifically designated as a representative by a parent may permit any other person to have access to such information without a prior consent of the parent obtained in accordance with ISSRA, Section 6(a)(8).

5. A record of any release of information shall be maintained for the life of the school student records and shall be available only to the parents and the official records custodian. The record of release shall include the nature and substance of the information released, the name of person requesting such information, the capacity in which such a request has been made, the purpose of such request, the date of the release, the name and signature of the official records custodian releasing such information and a copy of any consent to such release.

6. All rights and privileges accorded a parent under the ISSRA shall become exclusively those of the student upon his 18th birthday, graduation from secondary school, marriage or entry into military service whichever occurs first. Such rights and privileges may also be exercised by the student at any time with respect to the student's permanent school record.

7. The following is designated as directory (or personal) information and may be released to the general public unless the parent requests that any or all such information not be released: student's name and address, photographs and videos used for news or informational or news-related purposes gender, grade level, date and place of birth, parent's name and address, telephone listing, academic awards, degrees and honors, information in relation to school-sponsored activities, organizations and athletics, major field of study, weight and height of members of athletic teams, participation in officially recognized activities and sports, an the most recent school attended by the student.. If the parent does not want such information about the student released, the parent must notify the building principal in writing no later than fifteen (15) days after the first day of the student's enrollment each school year.

8. No person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under the Illinois School Student Record Act or regulations.

9. Upon graduation or permanent withdrawal of a handicapped student, psychological evaluations, special education files and other information contained in the student temporary record which may be of continued assistance to the student may, after five years, be transferred to the custody of the parent or student if the student has succeeded to the rights of the parents. The school may explain to the student and the parent the future usefulness of psychological evaluations, special education fields and other information contained in the student temporary record. If the records are not transferred to parents or students, they will be destroyed at the end of five years.

10. Copies of the Illinois School Student Records Act. 23 Illinois Administrative Code 375 (Student Records), and district or school policies relating to school student records which are not included in the Act or the Rules are available for review in the office of the district superintendent.

Annual Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

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

1. Consent before students are required to submit to a survey that concerns one or more of the following

protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

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

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

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

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

Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office

Annual Notification of Rights Under Family Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools

Cross Reference LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99; PRESS 7:340 Student Records.

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal, and/or to the Director of Special Education Services if applicable, a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend the record should write to the school principal, and/or the Director of Special Education Services if applicable, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education, 400 Maryland Avenue, SW

Right to Prohibit the Release of Directory Information

Cross Reference 7:340 Student Records

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

- Name
 - Address
 - Grade level
 - Birth date and place
 - Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
 - Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
 - Academic awards, degrees, and honors
 - Information in relation to school-sponsored activities, organizations, and athletics
 - Major field of study
 - Period of attendance in school
- Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

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

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

Educational Technology Student Data Privacy and Security

Cross Reference PRESS 7:345

Federal and State law govern the protection of student data, including school student records and/or covered information. The sale, rental, lease, or trading of any school student records or covered information by the District is prohibited. Protecting such information is important for legal compliance, District operations, and maintaining the trust of District stakeholders, including parents, students and staff. The Board designates the Superintendent to serve as Privacy Officer, who shall ensure the District complies with the duties and responsibilities required of it under the Student Online Personal Protection Act, 105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-2

Special Programs

English Learners

Cross Reference PRESS 6:160: English Learners

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

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (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.

For questions related to this program or to express input in the school's English Learners program, contact the District Office.

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:
 - (1) the reasons for their child's identification,
 - (2) their child's level of English proficiency,
 - (3) the method of instruction to be used,
 - (4) how the program will meet their child's needs,

- (5) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation,
- (6) specific exit requirements of the program,
- (7) how the program will meet their child's individualized education program, if applicable, and (8) 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.

Title I Services

Cross Reference PRESS 6:170 Title I Programs

Funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, is to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. The Knoxville CUSD 202 Title I schools maintain programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compact and Family Engagement.

For Parent and Community Engagement Activities contact the Elementary Outreach Coordinator, Austin King, or Mable Woolsey Elementary School Main Office.

School Food Service

Cross Reference PRESS 6:50 School Wellness; 4:120 Food Service; 6:60 Curriculum Content

The Food Service Department for Knoxville CUSD 202 participates in the United States Department of Agriculture's (USDA) National School Breakfast and Lunch Program. All of our schools offer a nutritious breakfast and lunch each day to every student. Menus are available on the District's website at www.bluebullets.org

If desired, students may bring lunch from home. A la carte service is available at each school for students wishing to purchase extra beverages or food items.

Computerized Point of Sale System

The food service Department for Knoxville CUSD 202 uses a computerized point-of-sale system. All students are assigned a personal identification number (PIN) that is entered into a keypad when students participate in either breakfast or lunch. All students must learn their PIN. PINs should be kept confidential and should not be shared with other students.

Guidelines for Reimbursable School Meals Reimbursable

School meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

School Wellness

Cross Reference PRESS 6:50 School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).

Nutrition Guidelines for Foods Available During the School Day: Marketing Prohibited

1. Restrict the sale of competitive foods, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, Food Services, i.e., in-school marketing of food and beverage items must meet competitive foods standards.

Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives

Exempted Fundraising Day (EFD) Requests All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law. ISBE rules prohibit EFDs for grades 8 and below in participating schools.

School Visitors

Cross Reference PRESS 8:30 Visitors to and Conduct on School Property; 105 ILCS 5/24-25; 105 ILCS 5/10 22/10; 720 ILCS 5/21-1, 21-1.2, 21-3, 21-5, 21-5.5, 21-9, 21-11)

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

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.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior. It is prohibited by law to commit criminal damage to school property, to vandalize school property, or to distribute/deliver written or printed solicitation within 1,000 feet of school property for the purpose of inviting student to an event in which a significant purpose it to commit or solicit illegal acts or will otherwise be held in or around abandoned buildings.

No person on school property or at a school event 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 municipal, local 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 Illinois' Compassionate Use of Medical Cannabis Act and district policies.
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.

Student Fees

Cross Reference 6:190 PRESS Extra Curricular and Co-Curricular Activities; 7:40 Nonpublic School Student, Including Parochial and HHome-Schooled Students

Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardians to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The director of food service will give additional consideration where one or more of the following factors are present:

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

Within 30 days, the director of food service will notify the parent/guardian if the fee waiver request has been denied, along with the appropriate appeal process. If you have questions regarding the fee waiver process, you may contact the director of food service at 309-289-2324.

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

Student Breakfast (All Schools)

\$2.45

Student Lunch Prices

Mable Woosley \$2.90

Knoxville Jr. High \$3.00

Knoxville High School \$3.10

Adult Lunch Prices

\$4.60

Textbook and Technology

Elementary Fees

There is a textbook fee for elementary school children. Checks should be made out to Community Unit District 202.

Registration/Textbook Fee (Kindergarten – 4th) (mandatory)	\$35.00
Technology Fee (mandatory)	\$50.00

Jr. High Fees

Registration Fee (mandatory)	\$45.00
Technology Fee (mandatory)	\$50.00
Elective Fee (per elective per semester)	\$30.00
PE Uniform (if needed)	\$15.00
Athletic Fee (per team)	\$25.00

High School Fees

Registration Fee (mandatory)	\$55.00
Technology Fee (mandatory)	\$50.00
Elective Fee (per elective per semester)	Appendix G
Parking Pass (optional)	\$20.00
PE Uniform (if needed)	\$15.00
Athletic Fee (per team)	\$25.00

District Technology Repair/Replacement Fees

Item	Repair/Replacement Cost
Touch Screen Display	\$100.00
Charger	\$32.50
New Chromebook	\$150.00

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Sexual Harassment

Cross Reference PRESS 7:20 Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth); gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Knoxville District's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or building administrator's shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, Curriculum Content;
 - b. Information in policy 7:250, Student Support Services, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
 - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest;
 - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; 5:90, Abused and Neglected Child Reporting; 5:100, Staff Development Program; and 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest; and

- c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; and 5:90, Abused and Neglected Child Reporting.
- 3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
 - a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest, and how to prevent child sexual abuse from happening;
 - b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
 - c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, Student Support Services.
- 4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.

Safeguarding Student Interactions

To ensure a safe and supportive environment for all students and staff, the following guidelines are established to manage the risk of abuse or false allegations of abuse. All staff members are expected to adhere to these practices in their interactions with students:

1. Physical Affection:
 - Avoid physical affection that could be misinterpreted by others.
 - Appropriate forms of physical contact are limited to pats on the shoulder, high-fives, fist-bumps, and handshakes.
 - Any physical contact should be appropriate to the situation and should never be initiated in a way that could be misunderstood.
2. Documentation of Unusual Incidents:
 - Document any unusual incidents thoroughly, including:
 - Disclosures of abuse or maltreatment by a student.
 - Behavior problems and the methods used to address them.
 - Any injuries sustained by the student.
 - Interactions that could potentially be misinterpreted by others.
 - Ensure documentation is clear, factual, and completed as soon as possible after the incident.
3. Transparency in Meetings and Classrooms:
 - When meeting with a student one-on-one, leave the door open, ensuring that the vision into the meeting space is not obstructed by screens or shades.
 - If privacy is required for the meeting, move to an area where the interaction can still be easily observed by others passing by.
4. Informing and Engaging Other Staff:
 - If you find yourself alone with a single student, inform other staff members of the situation.
 - Request that other staff members randomly drop in and check on the situation to ensure transparency and maintain a safe environment.
 - Keep doors open and/or windows uncovered.

These guidelines are designed to protect both students and staff by fostering a culture of transparency, accountability, and safety. All staff members are required to follow these protocols diligently. Any deviations from these guidelines should be reported immediately to a supervisor or appropriate school administrator.

Teen Dating Violence Prohibited

Cross Reference PRESS 7:185

Each student has a right to a safe learning environment. Therefore, engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is unacceptable and is prohibited. For purposes of this policy, the term dating or dating relationship means the ongoing social relationship of a romantic or intimate nature between two persons; however, it does not include a casual relationship or ordinary fraternization between two persons in a business or social context. The term teen dating violence occurs whenever a person in a dating relationship, where one or both persons are 13 to 19 years of age, (1) uses or threatens to use physical, mental, or emotional abuse to control the other person in the dating relationship; or (2) uses or threatens to use sexual violence against the other person in the dating relationship.

This District encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:

- a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
- b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.

Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, Curriculum Content.

National Sexual Assault Hotline

(800) 656-4673

Complaint Managers

Adam Mize, Knoxville High Principal
600 E. Main St, Knoxville, IL 61448
(309) 289-2324
amize@bluebullets.org

Michelle McClay, Mable Woolsey Principal
106 Pleasant Ave.
(309) 289-4134
mmccclay@bluebullets.org

Nondiscrimination Coordinator

Mr. Jeffrey Whitsitt, Interim Superintendent
809 E. Main St., Knoxville, IL 61448
(309) 289-2328
jwhitsitt@bluebullets.org

Title IX Coordinator

Matt Maaske,, Knoxville Jr. High School Principal
600 E. Main St, Knoxville, IL 61448
(309) 289-2324
mmaaske@bluebullets.org

Suicide and Depression Awareness and Prevention

Cross Reference PRESS 7:290 Suicide and Depression Awareness and Prevention; 7:250 Student Support Services; 6:270 Guidance and Counseling Program

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals. District 202 implements and maintains a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of Ann Marie's Law.

The District utilizes Safe2Help Illinois, a free service to the District provided by ISBE for family resources, assistance reporting, and individual support.

Direct hotlines for assistance

SAFE2HELP

Tel: 844-472-3345

Text: SAFE@ (72332)

Email: HELP@Safe2HelpIL.com

Website: <https://www.safe2helpil.com/>

The National Suicide Prevention Lifeline

Call or text 988

Website:

https://988lifeline.org/?utm_source=google&utm_medium=web&utm_campaign=onebox&scrybrkr=a20578d6

Knoxville CUSD 202 School Contacts: High School and Junior High Guidance Office and Elementary School contact is the Outreach Coordinator.

Technology

Access to Electronic Networks

Cross Reference PRESS 6:235 Access to Electronic Networks; 5:100 Staff Development Program; 5:170 (Copyright for Publication or Sale of Instructional Materials and Computer Programs Developed by Employees; 6:40 Curriculum Development; 7:130 Student Rights and Responsibilities; 7:190 Student Behavior; 7:345 Use of Educational Technologies; Student Data Privacy and Security

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The term electronic networks includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District Issued Wi-Fi hotspots, and any District servers or other networking infrastructure;

2. Access to the Internet or other online resources via the District's networks or to any District Issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Technology Use Policy: Chromebooks, iPads, and Bring Your Own Device (BYOD)

Chromebook Use (Grades 4-12)

As part of its commitment to integrating technology into the curriculum, the Board of Education of Knoxville CUSD #202 has assigned Chromebooks and their related accessories ("Chromebook") to classrooms for students' use during instructional time. Chromebooks are assigned to classrooms based on specific instructional needs, and not all classrooms will have a set of Chromebooks. In order for students to use these devices, you and your child must read, sign, and return the attached Acknowledgement to your school's main office. This Handbook is valid for the duration of the school year. A new Handbook will be provided, and a new Acknowledgement must be signed each year.

Students in Grades 4-12 will use Chromebooks assigned to their classroom during school hours. These devices are for educational purposes only and must remain at school. Access to the technology resources of the District is a privilege, not a right, and you and your child are responsible for the appropriate care, handling, and use of the Chromebook as outlined in this Handbook.

Acceptable Use of Chromebook

Student use of the Chromebook is strictly for educational purposes consistent with the curricular goals of the District and Board of Education policies. Your child may not use (or allow others to use) the Chromebook in a way that violates the Board's policy on acceptable use of its electronic network (Board Policy 6:235, Access to the District's Electronic Network). By using the Chromebook, you and your child agree to abide by Board Policies 6:235, 7:20, 7:180, 7:190, and all other applicable policies and guidelines in this Handbook. Violation of these policies could result in loss of Chromebook privileges, discipline, or referral to law enforcement.

Using the Chromebook

All students are provided a District account, including a username and password. Students must use that account when logging on to the Chromebook. Chromebooks are intended for use during class time as directed by the teacher. Students are responsible for logging out after each use to ensure the security of their accounts.

Caring for the Chromebook

The Chromebook assigned to your child's classroom remains the property of the District and must be maintained appropriately. Students must care for the Chromebook as follows:

- Only use a clean, soft cloth to clean the device's screen; do not use cleansers.
- Insert and remove cords and cables carefully to prevent damage.
- Do not write, draw, apply stickers, or mark up the Chromebook.
- Handle the device carefully to avoid damage to the screen or other components.
- Keep food and beverages away from the Chromebook.
- Ensure the Chromebook is returned to its designated storage area after use.

Responsibilities of Students and Parents

- **Technology Fee:** A technology fee of \$50 per school year is required for your child to use the classroom Chromebook.
- **Parent Responsibility:** You agree to support your child's compliance with the guidelines in this Handbook.

Chromebook Data and Software

- **Managing Files and Saving Work:** Work done on a Chromebook is typically saved to Internet-based storage ("the cloud"). Students are responsible for ensuring their work is saved properly.
- **District-Required Software:** The District will provide all necessary software/apps. Students may not install additional software or remove District-installed software.
- **Compliance with Copyrights:** Students must follow Board Policy 5:170, Copyright, when using the Chromebook.
- **No Expectation of Privacy:** There is no expectation of privacy for any content created, accessed, or stored on the Chromebook. The District reserves the right to inspect the Chromebook at any time.

Repair of, Loss of, or Damage to Chromebook

- **Technical Support:** If a Chromebook is not functioning properly, students should alert their teacher immediately. A loaner device may be provided if available.
- **Responsibility for Damage:** If a Chromebook is damaged due to a student's negligence or intentional action, you may be responsible for repair or replacement costs.

Waiver of Chromebook-Related Claims

By signing the "Chromebook Acknowledgement" (Appendix F), you acknowledge that you and your child have read, understand, and agree to follow all guidelines and policies in this Handbook. You waive any claims against Knoxville CUSD #202 related to the use of the Chromebook.

Indemnification for Chromebook-Related Claims

You agree to indemnify and hold harmless Knoxville CUSD #202 from any claims related to the use of the Chromebook.

iPad Use (Grades K-3)

As part of its commitment to integrating technology into the curriculum, the Board of Education of Knoxville CUSD #202 has assigned iPads and their related accessories ("iPad") to classrooms for students' use during instructional time. Each classroom will have a set of iPads for student use. In order for students to use these devices, you and your child must read, sign, and return the attached Acknowledgement to your school's main office. This Handbook is valid for the duration of the school year. A new Handbook will be provided, and a new Acknowledgement must be signed each year.

Students in Grades K-3 will use iPads assigned to their classroom during school hours. These devices are for educational purposes only and must remain at school.

Acceptable Use of iPad

Students must use the iPad solely for educational purposes consistent with the District's curriculum goals and policies. Any use that violates Board Policy 6:235 is prohibited.

Using the iPad in Class

The iPad is intended for use within the classroom setting only, as directed by the teacher.

Care of the iPad

Students must handle the iPad with care:

- Avoid dropping, scratching, or damaging the device.
- Keep the iPad away from extreme temperatures, liquids, and food.
- Do not personalize the iPad with stickers or labels.

Responsibilities of Students and Parents

- **Compliance:** Guardians are responsible for ensuring their child complies with this Handbook.
- **Technology Fee:** A technology fee of \$50 per school year is required.

Waiver of iPad-Related Claims

By signing the Acknowledgement, you agree to follow this Handbook and waive any claims against Knoxville CUSD #202 related to the use of the iPad.

Indemnification for iPad-Related Claims

You agree to indemnify Knoxville CUSD #202 from any claims related to the use of the iPad.

Bring Your Own Device (BYOD) Policy (Grades 9-12)

High school students (Grades 9-12) are permitted to bring their own devices (BYOD) to school for educational purposes. This policy supplements the classroom-assigned Chromebook model and provides flexibility for high school students to use technology in their learning environment.

Key Details of the BYOD Policy

- **Eligible Devices:** Students may bring personal laptops or tablets (excluding smartphones) for use during school hours. Devices must be capable of accessing the District's electronic network and supporting educational applications.
- **Classroom Chromebook Availability:** Not all classrooms will have a set of Chromebooks. Chromebooks are assigned to classrooms based on specific instructional needs.

- **BYOD Usage:** Students may use their personal devices in all classes, including those with provided Chromebooks and those without. In classrooms with Chromebooks, students may choose to use either the District-provided Chromebook or their own device.
- **Educational Purpose:** Use of personal devices must be for educational purposes consistent with the District's curriculum goals and Board Policy 6:235, Access to the District's Electronic Network.

Acceptable Use of BYOD

- Personal devices are subject to the same acceptable use policies as District-provided Chromebooks (Board Policies 6:235, 7:20, 7:180, 7:190). Violations may result in loss of BYOD privileges, discipline, or referral to law enforcement.
- Students must connect to the District's filtered network when using personal devices at school. Bypassing the District's network or filters is prohibited.

Using BYOD

- Students must log in to District accounts using their provided username and password for educational applications.
- Personal devices must be charged before arriving at school, as the District is not responsible for providing charging stations.
- Students are responsible for the security and maintenance of their personal devices. The District is not liable for loss, theft, or damage to personal devices.

Technical Support for BYOD

- The District will not provide technical support for personal devices. Configuration of personal devices to connect to the District's network is the responsibility of the student and their guardians.
- The District reserves the right to remove any configurations on personal devices that interfere with school network performance.

Responsibilities of Students and Parents

- **Compliance:** Guardians are responsible for ensuring their child complies with the BYOD guidelines and all applicable Board policies.
- **Supervision:** Guardians are responsible for monitoring the condition and appropriateness of the personal device used for school purposes.

No Expectation of Privacy

There is no expectation of privacy for any content accessed or created on personal devices while connected to the District's network. The District reserves the right to monitor network activity on personal devices to ensure compliance with this Handbook.

Waiver of BYOD-Related Claims

By participating in the BYOD program, you acknowledge that you and your child have read, understand, and agree to follow all guidelines and policies in this Handbook. You waive any claims against Knoxville CUSD #202 related to the use of personal devices.

Indemnification for BYOD-Related Claims

You agree to indemnify and hold harmless Knoxville CUSD #202 from any claims related to the use of personal devices under this policy.

General Information

Email Accounts

All students are issued a District email address through Google's Gmail service. These accounts have restricted access:

- Grades K-4: No email sending capabilities.
- Grades 5-8: Email restricted to District staff and students.
- Grades 9-12: Email permitted to District staff, students, and approved domains. All emails are filtered, but students should report inappropriate content to an adult and forward it to the District technology department.

Compliance with Copyrights

Students must adhere to Board Policy 5:170, Copyright, when using District-provided or personal devices.

Prohibited Actions

“Jailbreaking” or modifying the configuration of District-provided devices is prohibited and voids warranties. Such actions will be considered a violation of this Handbook.

Note: Please sign the appropriate Acknowledgement form (Appendix F for Chromebooks, Appendix G for iPads, Appendix H for BYOD) and return it to the student’s building main office by the 3rd day of enrollment.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, Curriculum Content, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response.

Acceptable Use Electronic Network

All use of the District's electronic network must be either:

1. In support of education and/or research, and be in furtherance of the School Board's stated goal
2. For a legitimate school business purpose.

Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, Acceptable Use of the District's Electronic Networks, contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Privileges

Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use

1. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
2. Using the electronic networks to engage in conduct prohibited by board policy;
3. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
4. Unauthorized use of personal removable media devices (such as flash or thumb drives); e. Downloading of copyrighted material for other than personal use;
5. Using the electronic networks for private financial or commercial gain;
6. Wastefully using resources, such as file space;

7. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
8. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
9. Using another user's account or password;
10. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
11. Posting or sending material authored or created by another without his/her consent;
12. Posting or sending anonymous messages;

Security

Network security is a high priority. If the user can identify or suspect a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Email Use

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

1. a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet

Protection Act and as determined by the Superintendent and Building Administration. Furthermore, the District's policy implementation includes.

1. Limiting student access to inappropriate matter as well as restricting access to harmful materials;
2. Student safety and security when using electronic communications;
3. Limiting unauthorized access, including "hacking" and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Authorization for Electronic Network Access

Each staff member must sign the Authorization for Access to the District's Electronic Networks as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised use.

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Student Online Personal Protection Act

Cross Reference 105 ILCS 85/1 et. seq.

The Student Online Personal Protection Act, or SOPPA, is the data privacy law that regulates student data collection and use by schools, the Illinois State Board of Education, and education technology (EdTech) vendors. 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 Illinois 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.

If you have questions, concerns, or suggestions about SOPPA, email us at soppa@bluebullets.org.

Violations

The failure of any user to follow the terms of the District's administrative procedure, Acceptable Use of the District's Electronic Networks, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Transportation

Cross Reference 105 ILCS 5/29-1 et seq.; PRESS 4:110 Transportation; 6:240 Field Trips and Recreational Class Trips; 7:220 Bus Conduct

The District shall provide free transportation for all students in the District: (1) residing at a distance of one and one-half miles or more from their assigned schools, unless the Board has certified to the Ill. State Board of Education that adequate public transportation is available or (2) if adequate public transportation is not available, residing within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious safety hazard due to either (a) vehicular traffic or rail crossing or (b) a course or pattern of criminal activity, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, 740 ILCS 147/. A student's parent(s)/guardian(s) may file a petition with the School Board requesting transportation due to the existence of a serious safety hazard.

Bus Routes

Bus schedules and routes shall be determined by the District Transportation Director and/or administration. Altering routes requires approval from the Transportation Director and/or Superintendent. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

Private Vehicle of Employees

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

Charter Buses

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers. All District students must follow the District's School Bus Safety Rules. See also *Bus Conduct* in the Handbook.

Field Trips

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip; and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for a fee waiver under Board policy 4:140, Waiver of Student Fees. All non-participating students shall be provided an alternative experience. Any field trip may be canceled without notice due to danger to students, staff, or chaperones. Monies deposited may be forfeited.

Recreational Class Trips

Recreational class trips are permissible provided they do not interfere with the District's educational goals. The provisions in this policy concerning field trips are also applicable to recreational class trips, except those regarding educational value.

Appendix

Appendix A

Acknowledgement Receipt

Knoxville Community Unit School District Family Student Handbook

This form must be read and signed by each student and his/her parent/guardian as a condition of using the District's System.

1. AUP - ACCEPTABLE USAGE OF INTERNET/NETWORK/TECHNOLOGY I have read, understood, and agreed to follow the guidelines. I acknowledge that access to the District's System is provided as a privilege by the District and that inappropriate use may result in discipline, as may off-site use of electronic technology which disrupts or can reasonably be expected to disrupt the school environment.

I ACKNOWLEDGE THAT I HAVE NO EXPECTATION OF PRIVACY IN MY USE OF THE DISTRICT'S SYSTEM, AND THAT THE DISTRICT HAS THE RIGHT TO AND DOES MONITOR (SOMETIMES IN REAL-TIME) USE OF THE SYSTEM.

2. SCHOOL SPONSORED DANCE – BEHAVIORAL CONTRACT GRADES 9-12 ONLY

I understand that all rules and policies stated in the Knoxville CUSD 202 Student and Family handbook apply to all students and guests attending Knoxville High School sponsored dances. If I choose to violate any school rule/policy, I understand that I may be asked to leave the dance and further disciplinary action may be taken. I understand that inappropriate dancing, as determined by the chaperones, will not be tolerated. I understand that if I choose to leave or am asked to leave the dance by a chaperone, I will not be allowed to return to the dance and I must leave the property immediately. I understand that it is my responsibility to inform my date of the school dance policy if he/she does not attend Knoxville High School. I understand that if I am asked to leave, no refund will be given.

3. KNOXVILLE CUSD FAMILY/STUDENT STUDENT HANDBOOK I have read, understand, and agree to follow the handbook.

Date: _____

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12 (Circle One)

Print Student's Name: _____

Print Parent/Guardian's Name: _____

Student's Signature: _____

Parent/Guardian's Signature: _____

Appendix B

Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes

Student name: _____ DOB: _____

School attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview School District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the _____ following classroom/settings: _____

for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____

_____ for the purpose of: _____

Observations are limited to one hour or one class period per school quarter.

Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

Teacher, certified in the areas of: _____ Illinois certified? Y N

- ☐ Clinical Psychologist
- ☐ School Psychologist
- ☐ Licensed Clinical Social Worker

- ☐ Licensed Social Worker
- ☐ School Social Worker
- ☐ Occupational Therapist
- ☐ Physical Therapist
- ☐ Speech/Language Pathologist Audiologist
- ☐ Psychiatrist
- ☐ Registered Nurse
- ☐ Certified School Nurse
- ☐ Other qualified professional (list credentials): _____

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of:_____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

- ☐ Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____
- ☐ Opportunity to interview the following personnel believed to work with the student: _____
_____ Duration: _____
- ☐ Opportunity to interview the student.
- ☐ I will need more than one hour or one class period for my visit for the following reason(s): _____

Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records and/or information.

Individual Requesting Access Signature

Date _____

Parent/Guardian Verification (Must be completed whenever an independent evaluator or other qualified professional requests access.)

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the District

otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

Appendix C

Refusal of Accelerated Program Placement Grades 9-12

Student Name: _____ DOB: _____

Grade: _____

I am requesting on behalf of my student listed above not to have them enrolled in the next level of accelerated courses for the following:

Please remove my student from the assigned course of _____ and place them in _____.

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

Office Received on _____ by _____
(DATE)

Request process and parent contacted on _____ by _____
(DATE)

Appendix D

Bus Contract

Knoxville CUSD #202

School Bus Behavior Contract

Agreement between the Parents, Students and School

****This contract is for all Knoxville Students including Contracted Transportation Services, Bus Routes, Field Trips, and Extracurricular Activities****

Bus drivers, students, parents and the school all share the responsibility for bus safety, following all bus rules, and behaving in a responsible manner while riding the bus. **Riding the school bus is a privilege.** This agreement is designed to ensure that all students riding the bus are picked-up and dropped-off in a safe and orderly manner.

Please initial each category to indicate that you have read and agree with the information.

_____ **I agree to ride the bus safely.**

Stay seated (with your back to the back of the seat, facing forward, feet out of the aisle, no body parts in the aisle)

Talk softly; especially at bus stops (refrain from yelling, singing loudly, or making loud noises)

Give the bus driver my name when asked

Stay away from the bus until it comes to a complete stop

_____ **I agree to follow all bus rules.**

Keep hands and feet to myself

Respect bus property

Respect others' personal property at bus stops and on bus

_____ **I agree to treat the bus, the driver, and all passengers with respect.**

Obey directions from my bus driver, including riding bus to which I am assigned

Talk kindly to others

Use school appropriate language

Have school appropriate conversations

_____ **I have read and understand the student handbook, and know that these bus rules and procedures fall under the umbrella of the Knoxville CUSD #202 Handbook.**

If I choose not to follow this contract, I understand the following consequences may occur, or in the event of a serious offense I may be suspended from the bus immediately:

1. My parent(s)/guardian will be notified by an administrator from my school and I will be warned about the consequences of not following the school bus rules. I understand that other disciplinary measures may be taken if I violate the school bus rules or the school code of conduct.
2. Administrator will notify my parent(s)/guardian and I may lose all bus privileges for 1-10 days
3. A school administrator will contact my parent(s)/guardian, and I may lose all my bus privileges for the remainder of the school year

4. **Severe Cases:** Students may be suspended immediately from the bus for severe infractions for a period of time to be determined by a school administrator. A serious infraction, such as weapon, drug or physical violence, may result in bus privileges being suspended immediately.

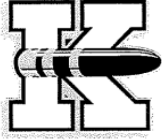
I know and understand, if bus privileges are suspended, I must arrange my own transportation to and from school. Students must continue to attend school. Additional referrals (regarding behavior on the bus) may result in removal from the bus for the remainder of the school year.

Parent/Guardian _____ Date _____

Student _____ Date _____

Appendix E

Prescription Medication Authorization



Knoxville School District 202 Prescription Medication Authorization

_____ School Year

To be completed by **Prescriber's office and Parents**. This form is valid for one school year.

Fax: 855-554-1185

Date: _____

Grade: _____

Student: _____

Date of Birth: _____

I hereby authorize the Knoxville School District nurse, or designated school personnel to administer the following medication to my child during the school day:

Medication: _____

Dose: _____

Time to be given: _____

Start Date: _____

End Date: _____

Reason to give medication: _____

****PRESCRIBER signature required for ALL PRESCRIPTION medications****

Signed: _____

Date: _____

For Students who SELF-CARRY Inhalers and EPIPENS (7th-12th grade): I authorize the school district and its employees to allow my child to possess and use student's inhaler and/or Epipen during all school hours and any off-hour school activities. Illinois Law requires the school district to inform parents, guardians that it's employees incur no liability, except for willful and wanton conduct, as a result of any injury arising from student's self-administration of medications (Public Act 096-1460)

Parent Initials: _____

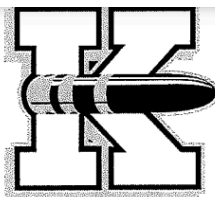
By signing below I agree that I am primarily responsible for administering medicine to my child. However in the event I am unable to do so or in a medical emergency, I hereby authorize Knoxville School District and its employees, in my behalf and stead, to administer or to allow my child to self-administer, while under the supervision of the employees and agents of the school district, lawfully prescribed medication in the manner described above. I acknowledge that it may be necessary for the administration of medications to my child to be performed by an individual other than a school nurse, and specifically consent to such practices, and to indemnify and hold harmless the school district and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the self-administration of medication by the pupil. This medication authorization form is valid for one school year only and will need to be renewed each new school year. Any medications left at the school at the end of the school year will be disposed of in a proper manner.

Parent/Guardian PRINTED Name: _____ Phone: _____

Parent/Guardian Signature: _____ Date: _____

Appendix F

Over the Counter Medication Authorization



Knoxville School District 202 Over The Counter Medication Authorization _____ School Year

To be completed by **Parents**. This form is valid for one school year.

Date: _____ Grade: _____ Teacher: _____

Student: _____ Date of Birth: _____

Drug Allergies: _____

I hereby authorize the school nurse or designated school personnel to administer the following medication to my child during the school day:

Medication: _____ Dose: _____

Frequency: _____ Student's Weight: _____

Reason for administration: _____

By signing below I agree that I am primarily responsible for administering medicine to my child. However in the event I am unable to do so or in a medical emergency, I hereby authorize Knoxville School District and its employees, in my behalf and stead, to administer or to allow my child to self-administer, while under the supervision of the employees and agents of the school district, lawfully prescribed medication in the manner described above. I acknowledge that it may be necessary for the administration of medications to my child to be performed by an individual other than a school nurse, and specifically consent to such practices, and to indemnify and hold harmless the school district and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the self-administration of medication by the pupil. This medication authorization form is valid for one school year only and will need to be renewed each new school year. Any medications left at the school at the end of the school year will be disposed of in a proper manner.

Parent/Guardian PRINTED Name: _____ Phone: _____

Parent/Guardian Signature: _____ Date: _____

All medications must be in their original container and labeled with student's name.

Appendix G

High School Elective Course Fees

Class Name	Course Grade Levels	2024-25 Course Fees	2025-26 Course Fees
Drivers Ed	9th, 10th	\$50.00	\$100.00
Cabinetmaking & Millwork I - Section 01	11th, 12th	\$25.00	\$25.00
Cabinetmaking & Millwork II - Section 01	11th, 12th	\$25.00	\$25.00
Construction Trades I - Section 01	11th, 12th	\$25.00	\$25.00
Construction Trades II - Section 01	11th, 12th	\$25.00	\$25.00
Foundations of Technology - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Intro Tech & Engineering - Section 02	9th, 10th, 11th, 12th	\$25.00	\$25.00
Accounting I - Section 01	10th, 11th, 12th	\$25.00	\$25.00
Accounting II - Section 01	10th, 11th, 12th	\$25.00	\$25.00
AP Computer Science Principles - Section 01	11th, 12th	\$25.00	\$25.00
Computer Applications - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Photo Editing - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Introduction to Business - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Marketing & Management - Section 01	10th, 11th, 12th	\$25.00	\$25.00
Computer Science-Python - Section 04	10th, 11th, 12th	\$25.00	\$25.00
Ceramics - Section 01	10th, 11th, 12th	\$25.00	\$40.00
Sculpture - Section 01	10th, 11th, 12th	\$25.00	\$40.00
Studio Art - Section 01	11th, 12th	\$25.00	\$25.00
Art I Foundations - Section 01	9th, 10th, 11th, 12th	\$25.00	\$40.00
Art I Foundations II - Section 01	9th, 10th, 11th, 12th	\$25.00	\$40.00
Painting - Section 01	10th, 11th, 12th	\$25.00	\$50.00
Drawing - Section 02	10th, 11th, 12th	\$25.00	\$50.00
Chorus - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Band - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Orchestra - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Child Care Occupations - Section 01	11th, 12th	\$25.00	\$25.00
Child Development - Section 01	10th, 11th, 12th	\$25.00	\$25.00
Lead with FCCLA - Section 01	10th, 11th, 12th	\$25.00	\$25.00
Foods & Nutrition I - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Foods & Nutrition III - Section 01	10th, 11th, 12th	\$25.00	\$25.00
Foods & Nutrition II - Section 02	9th, 10th, 11th, 12th	\$25.00	\$25.00
Clothing & Goods Construction - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Parenting - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
FCS Orientation - Section 02	9th, 10th, 11th, 12th	\$25.00	\$25.00
Creative Writing - Section 01	10th, 11th, 12th	\$25.00	\$25.00

Intro to Theater Arts - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Film & Literature - Section 01	10th, 11th, 12th	\$25.00	\$25.00
Ag Mechanization & Technology - Section 01	11th, 12th	\$25.00	\$25.00
Agricultural Welding - Section 01	11th, 12th	\$25.00	\$25.00
Ag Science-Animal Science - Section 01	10th, 11th, 12th	\$25.00	\$25.00
Agriculture Business - Section 01	11th, 12th	\$25.00	\$25.00
Ag II: Plant Science - Section 02	10th, 11th, 12th	\$25.00	\$25.00
Greenhouse Production - Section 01	11th, 12th	\$25.00	\$25.00
Ag I: Intro to Ag Industry - Section 01	9th, 10th, 11th, 12th	\$25.00	\$25.00
Dual Cr. Veterinary Technology - Section 01	11th, 12th	\$25.00	\$25.00

Appendix H

Chromebook/Device Acknowledgement and Agreement

Student's Name: _____ Grade: _____

GUARDIAN CHROMEBOOK HANDBOOK: I am the parent/guardian of the student listed below, and I acknowledge that I have received, read, and understand the Technology Use Policy: Chromebooks and Bring Your Own Device (BYOD) Handbook ("Handbook"), including its waiver and indemnification provisions, and I understand that my child is responsible for properly using and caring for the classroom-assigned Chromebook (Grades 4-12) or their personal device under the BYOD policy (Grades 9-12) during school hours, that my child's failure to care for the Chromebook or improper use of the Chromebook or personal device may result in disciplinary action, loss of device privileges, and referral to law enforcement, that I am responsible for ensuring my child's compliance with the terms of the Handbook, including acceptable use policies and device care guidelines, that I am financially responsible for any damage to or loss of a classroom-assigned Chromebook caused by my child's negligence or intentional actions, as explained in the Handbook, that for BYOD (Grades 9-12), I am responsible for the maintenance, security, and appropriateness of my child's personal device (laptop or tablet, excluding smartphones) used for educational purposes, that a technology fee of \$50 per school year is required for my child to use a classroom-assigned Chromebook or to participate in the BYOD program, and that I swear I am the parent/guardian of the student, have the authority to complete and execute this document, and the information contained in this document is accurate to the best of my knowledge.

Guardian's Name

Guardian's Signature

Date

STUDENT CHROMEBOOK HANDBOOK: I am the student listed below, and I agree that I have received, read, and understand the Technology Use Policy: Chromebooks and Bring Your Own Device (BYOD) Handbook ("Handbook"), and I understand that I am responsible for properly using and caring for the classroom-assigned Chromebook (Grades 5-12) or my personal device under the BYOD policy (Grades 9-12) during school hours, that I must use the Chromebook or my personal device only for educational purposes as directed by my teacher and in accordance with District policies, that if I do not care for the Chromebook or use it or my personal device improperly, I may lose the privilege of using the device, face disciplinary action, and, in serious cases, be referred to law enforcement, that my parents may have to pay for repairs or replacement if I damage or lose a classroom-assigned Chromebook, that for BYOD (Grades 9-12), I am responsible for bringing my personal laptop or tablet (excluding smartphones) in working condition and ensuring its security during school hours, that a technology fee of \$50 per school year is required for me to use a classroom-assigned Chromebook or to participate in the BYOD program, and that I will follow all guidelines in the Handbook, including logging out of Chromebooks after use and connecting my personal device to the District's network appropriately.

Student's Name

Student's Signature

Date

Appendix H

IPad/Device Acknowledgement and Agreement (Grades K-3)

Student's Name: _____ Grade: _____

GUARDIAN IPAD HANDBOOK: I am the parent/guardian of the student listed above, and I acknowledge that I received, read, and understand the iPad/Device Handbook ("Handbook"), including its waiver and indemnification provisions. Further, I understand that: My child is responsible for taking care of and properly using school devices. (Grades KG-3) My child's failure to care for the iPad or his/her improper use of the iPad may subject him/her to disciplinary action, loss of the privilege of using the iPad, and referral to law enforcement. I am financially responsible for any damage to or loss of the iPad assigned to my child, as explained in the Handbook. I am responsible for ensuring my child's compliance with the terms of the Handbook. I swear that I am the parent/guardian of the student, I have the authority to complete and execute this document, and the information contained in this document is accurate to the best of my knowledge.

Guardian's Name

Guardian's Signature

Date

STUDENT IPAD HANDBOOK: I agree that I received, read, and understand the iPad/Device Handbook ("Handbook"). I understand that: I need to take care of the iPad and use it properly. If I do not care for the iPad or I use it improperly, I may not be allowed to use the iPad any more, may be disciplined at school, and may be referred to the police in serious cases. I am responsible for using the iPad and the Internet appropriately, both at school and outside of school. My parents will have to pay for any damage to my iPad or to replace my iPad if it is lost, as explained in the Handbook. I will follow all the directions in the Handbook.

Student's Name

Student's Signature

Date