

**PEORIA PUBLIC SCHOOLS, DISTRICT 150
BOARD OF EDUCATION POLICY MANUAL
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Students

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, religious beliefs, physical and mental handicap or disability, status as homeless, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

Sex Equity

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

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.
 Title IX, 20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106.
 Rehabilitation Act of 1973, 29 U.S.C. § 791 et seq.
 Religious Freedom Restoration Act, 775 ILCS 35/5.
Ill. Constitution, Art. I, § 18.
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).
 105 ILCS 5/10-21.3, 5/10-22.5, 5/22-19, and 5/27-1.
 23 Ill. Admin. Code §§ 1.240, 200.40, and 200.50.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:220 (Instructional Materials Selection and Adoption), 7:20 (Harassment of Students Prohibited), 7:130 (Student Rights and Responsibilities), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

ADOPTED: July 18, 2005

Students

Student and Family Privacy Rights

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is otherwise authorized by Board policy.

Selling or Marketing Students’ Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term “personal information” means individually identifiable information including: (1) a student or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver’s license number or State identification card.

The above paragraph does not apply: (1) if the student’s parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student’s “personal information” to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students’ parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child or ward out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Students

Bullying and Harassment Policy

No person, including students and district staff, should be subject to bullying or harassment. Accordingly, aggressive behavior, bullying, hazing, intimidation, and harassment (including but not limited to harassment based on sex, color, race, religion, national origin, physical or mental disability, sexual orientation, or other protected group) are prohibited while in school, on school property, on school buses, at designated school bus stops, at school sponsored or school-sanctioned events, or in any communication that bears a reasonable relationship to school, or in any communication that uses school computer, networks or systems.

Bullying is any severe or pervasive physical or verbal act, including written or electronic communication, that may include (but is not limited to) one sided, unfair communication which makes use of physical, social, or other power to hurt, frighten, threaten, or exclude another person or group of people. It is intentional, unwanted, and unprovoked. It may be performed by an individual or a group. It may be directed at a student, students, or staff. Bullying may be limited to a single incident, but is usually characterized by repeated, harmful action on the part of the bully.

Bullying has or can be reasonably predicted to have one or more of the following effects:

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

In situations where a victim retaliates against a bully or bullies, the bully or bullies and the victim are subject to disciplinary action for bullying.

Bullying may take various forms, including (but not limited to):

- Stalking
- Physical violence such as punching, shoving, poking, hair-pulling, biting, aggressive tickling
- Physical coercion
- Theft or destruction of property

- Sexual harassment or violence, including such acts as bra-strap snapping, groping, calling another student a “slut”
- Public humiliation
- Teasing, taunting, mimicking, or mocking
- Hazing
- Name-calling and personal insults
- Derogatory slurs
- Gossiping, including online or by passing notes
- Public rejection
- Attempts to humiliate
- Isolation or shunning
- Threats
- Retaliation against a student who reports bullying or other misbehavior

This list is provided to give students examples of types of bullying behavior to help them understand better what bullying is, and is not an exhaustive list of all forms of bullying. Anything that meets the definition in the second paragraph is bullying, regardless of whether it appears in this list or not.

Cyberbullying includes the use of electronic communication, including but not limited to e-mail, instant messages, text messages, voice or video chat, taking or transmitting photos, using blogs, chat rooms, internet forums, social media, the Web, and other forms of electronic media, or any type of device to bully other students. Cyberbullying most commonly includes (but is not limited to) name-calling, spreading malicious rumors, threats, impersonating another person, or posting pictures without consent, with an intent to hurt or humiliate the victim. ***Students and parents should be aware that students may be subject to school disciplinary action even for internet activities that occur at home and do not use school networks or websites. This is Illinois law.¹***

The Board of Education shall ensure that students are provided education on bullying prevention designed to assist in preventing bullying and to minimize the risk of being bullied. Staff shall be provided periodic training in aggressive behavior and bullying prevention. Similar education shall be made available to parents, via programs or written or online material. These

¹ This area of the law is constantly changing but as of the date this policy was adopted students can be subject to school disciplinary action for internet activities that occur at home if those activities cause a substantial disruption in the school. See *Kowalski v. Berkeley County Schools* 652 F 3d 565 (2011).

programs may be provided in partnership with other local organizations with anti-bullying programs.

AP to include:

**Bullying report form, who is responsible for reviewing these forms, where they shall be available to students (physically and online), and how families can get access to these records

**A clear description of the rights of a student victim of bullying and the steps such a student may take

**Directions for complying with 105 ILCS 5/10-20.14(d) (identifying students at risk for bully and aggressive behavior, provisions to notify parents.)

**School calendar handbook and individual school handbooks should include a summary of the bullying policy and procedure and outline where parents can find the full policy information. An anti-bullying webpage providing the policy, administrative procedure, bullying report form, and some bullying prevention material for parents and students should be developed and prominently featured.

Legal Reference: Illinois *School Code*, 105 ILCS 5/10-20.14, and 5/27-23.7
23 Ill.Admin.Code §§ 1.240 and 1.280

Illinois *Children's Mental Health Act*, 405 ILCS 49/1 *et. seq*

Cross Reference: Board Policy 5:230 (Maintaining Student Discipline)
Board Policy 7:20 (Harassment of Student Prohibited)
Board Policy 7:190 (Prohibited Student Conduct)
Board Policy 7:220 (Bus Conduct)
Board Policy 7:230 (Misconduct by Students with Disabilities)
Board Policy 7:240 (Conduct Code for Students in Extracurricular Activities)

Adopted: July 18, 2005

Revised: June 25, 2006
June 17, 2013

Students

Student Assignment and Intra-District Transfer

Attendance Areas

The School District is divided into school attendance areas. The Superintendent will review the boundary lines annually and recommend any changes to the Board of Education. The Superintendent or designee shall maintain a map of the District showing current school attendance areas. Students living in a given school attendance area will be assigned to that school. Homeless children shall be assigned according to Board policy 6:140, *Education of Homeless Children*.

Attendance center boundaries and resident requirements for interscholastic activities

1. Except hereinafter provided, a student shall attend school in the school attendance center wherein he/she is a bona fide resident either living as an emancipated student completely self-supporting or living with his/her parent(s) or legally court-appointed guardian, or as assigned by official action of the school district.
2. A parent forfeits their right to an exception to boundary if at any point they provide false information to the District. Children of parents providing false information to the District will be transferred to the home school at the end of the current grading period.
3. Students may attend school outside of their school attendance center upon approval of a Request for exception to School District Boundary Rule. Requests for an exception to a boundary are initiated at the school when the student would normally attend. If the principal of the receiving school agrees to the exception and final approval is given by the Superintendent or designee, the student may attend school at the school requested. Exception to the boundary will be considered if:
 - A. the principals accept responsibility for compliance with the policy when they affix their signature in approval of the exception to attendance boundary form.
 - B. the receiving school has space available (no new staff will be hired).
 - C. the racial balance of the sending and receiving schools is not upset.
 - D. the parent accepts responsibility for transporting the child to the out of boundary school.

The following is a list of reasons for which exceptions to boundary will be considered:

- A. Child supervision when parents are working
 - B. Health or safety of the student
 - C. Family hardship
 - D. Educational reasons – when a student moves from one attendance center to another.
 - E. A parent or legal guardian is a certificated staff member at a high school outside of their school attendance center.
4. The Associate Superintendent will maintain records of exceptions to attendance center boundary waivers after they have been removed by the executive director for primary schools, the assistant superintendent over the middle schools, and the associate superintendent over the high schools.
 5. Students granted an exception of boundary are immediately eligible for participation in interscholastic activities if the student meets prescribed grade requirements, and if there has been no violation of Illinois High School Association Rules.
 6. Restoration to eligibility status for interscholastic activities, after being ineligible for other than academic reasons, shall be at the discretion of the building principal and staff.
 7. In accordance with established policy, once an exception of boundary has been approved for high school students, the choice shall be permanent except for those changes brought

- about by re-establishment of residence in another attendance center area. Exception to the boundary for elementary students shall be renewed annually.
8. Alley Line or Lot Line
In some instances, the line described as the alley line may actually be only a lot line.
 9. High School Attendance Center Guidelines
 - A. All incoming ninth graders and all students transferring into District 150 from other school districts shall attend the high school serving the area in which their residence is located.
 - B. Any student enrolled in District 150 high school at the close of the school year whose residence is placed in a new high school attendance area by boundary changes and who has a younger brother or sister entering the new high school may transfer to the new high school or he/she may continue to attend the high school in which he/she is enrolled.
 - C. Once the above options have been exercised, the choice shall be permanent except for those changes allowed by the exceptions to the boundary rule.
 10. A student may continue his/her final year or years at a particular high school even though he/she moves from one attendance center to another, within District 150, providing that:
 - A. He/she has attended that school
 - B. He/she has contemporaneously had a bona fide residence within that school attendance center for one school year.

If he/she wishes to transfer schools, he/she must transfer by the start of the next school year following the change of residence.
 11. Notwithstanding paragraph 10 of this policy, any student who is enrolled in a high school academy shall return and re-enroll in the high school serving the student's residence in the event that the student withdraws from the academy. If the withdrawal occurs during a grading period, the principal of the academy's high school may allow the student to remain at that high school for the balance of the grading period, when it is in the best interests of the student and high school.

The provisions in this section have no applicability to transfers mandated by: (1) Title I covered in Board policy 6:15, *School Accountability*, or (2) the Unsafe School Choice Option covered in Board policy 4:170, *Safety*.

Class Assignments

The Building Principal shall assign students to classes.

LEGAL REF.: 105 ILCS 5/10-21.3, 5/10-21.3a, and 5/10-22.5.

CROSS REF.: 4:170 (Safety), 6:15 (School Accountability), 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children)

ADOPTED: July 18, 2005

Students – Administrative Procedure

High School Athletic Eligibility

1. Only certified or authorized personnel will be permitted on the playing field or bench.
2. Once students of District 150 establish IHSA eligibility at a high school then transfer to another high school within District 150, their eligibility is subject to IHSA bylaws and policies with regards to transfers. This includes, but is not limited to, change of residence, change of legal guardianship, and change of legal custody.
Students who transfer to or from a “special program” within District 150, and who have established IHSA eligibility at their current high school, will be subject to a penalty of eligibility of being ineligible for 30 days and/or the remainder of the current season whichever applies according to IHSA by-laws and policies. Individual school athletic directors shall enforce the provisions of this procedure.
3. Students of District 150 will lose their IHSA eligibility (possibly for their entire high school career) if they accept either directly or indirectly any benefit or fail to report any undue influence, by any person or group of persons, to secure their attendance at a given high school. Any person who exerts or attempts to exert such undue influence either directly or indirectly, to secure a student’s attendance at a given high school shall be recommended to the Board of Education for exclusion from District activities.
4. All cases are subject to review by the Superintendent’s Athletic Eligibility Committee and their decision shall be final.

Adopted: 09/06/05

Revised: 09/05/06

Students

Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

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, pro-rated 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

The District will accept for part-time attendance those students with disabilities who live within the District and are enrolled in non-public schools. 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

A nonpublic school student is eligible to participate: (1) in interscholastic competition, provided his or her participation adheres to the regulations established by any association in which the School District maintains a membership, and (2) in athletic and non-athletic extracurricular activities, provided the student attends a District school for a part of the school day, for which the District receives state aid, and the student is selected by the coach/sponsor to participate in the specific activity. A nonpublic student who participates in an extracurricular activity is subject to all fees, policies, regulations, and rules that are applicable to other participants in the activity.

Assignment When Enrolling Full-Time in a District School

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 7:30, *Student Assignment*, as well as administrative procedures implementing this policy.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 6:320 (Credit for Proficiency), 7:30 (Student Assignment), 7:300 (Extracurricular Athletics)

ADOPTED: July 18, 2005

Students – Administrative Procedure

Nonpublic School Students, Including Parochial and Home-Schooled Students

REQUEST TO ATTEND LESS THAN FULL-DAY

BY A HOME SCHOOLED STUDENT

The Peoria Public Schools will consider a student receiving schooling at home to be enrolled in a nonpublic school if the home school he/she attends is registered through the Regional Superintendent using the Nonpublic Registration Enrollment and Staff Report ISBE 87-01.

Residency requirements are addressed by policy 7:40.

The public school principal shall recommend to the Assistant Superintendent for School Operations that sufficient space does/does not exist. The Assistant Superintendent for School Operations, or his designee, shall review the circumstances and make the final decision. A home school student's request to participate in a specific course must be accompanied by:

1. Evidence that the student has completed prerequisite courses. If the student wishes to enroll in a high school course, the student may be required to take and pass the previous level semester exam.
2. Payment of all textbook rental fees.
3. Evidence of a health examination administered within the last calendar year.
4. Evidence that immunization requirements have been met.

Special schools and special programs, such as Washington Gifted School, Roosevelt Magnet School, and the Extended Day Program, are not available.

All rules and regulations of the Peoria Public Schools, and the public school which the student is attending, shall apply to a student receiving schooling at home who attends a public school on a part-time basis. Grades will be issued at the end of each grading period and will become a part of the student's permanent record with the Peoria Public Schools. Attendance records will be kept for the course for which the student is enrolled.

A home schooled student may participate in extra curricular activities if:

1. The student attends the public school for a part of the school day for which the school district receives state aid.
2. They are selected by the coach/sponsor to participate in the specific activity.
3. They pay all required fees.

Participation in extra curricular activities at the middle school level must be in compliance with IESA rules and regulations. Participation in extra curricular activities at the high school level must be in compliance with IHSA rules and regulations.

Transportation will be the responsibility of the parent.

Students – Administrative Procedure

Nonpublic School Students, Including Parochial and Home-Schooled Students

REQUEST TO ATTEND LESS THAN FULL-DAY

BY A PAROCHIAL STUDENT

Residency requirements are addressed by policy 7:40

The public school principal shall recommend to the Assistant Superintendent for School Operations that sufficient space does/does not exist. The Assistant Superintendent for School Operations, or his designee, shall review the circumstances and make the final decision.

A private or parochial schooled student's request to participate in a specific course must be accompanied by:

1. Evidence that the student has completed prerequisite courses. If the student wishes to enroll in a high school course, the student may be required to take and pass the previous level semester exam.
2. Payment of all textbook rental fees.
3. Evidence of a health examination administered within the last calendar year.
4. Evidence that immunization requirements have been met.

Special schools and special programs, such as Washington Gifted School, Roosevelt Magnet School, The Alternative High School, the Adult Education Program, and the Extended Day Program, are not available.

All rules and regulations of the Peoria Public Schools, and the public school which the student is attending, shall apply to a student receiving schooling at a private or parochial school who attends a public school on a part-time basis. Grades will be issued at the end of each grading period and will become a part of the student's permanent record with the Peoria Public Schools. Attendance records will be kept for the course for which the student is enrolled.

A private or parochial schooled student may participate in extra curricular activities if:

1. The private or parochial school the student attends does not offer the extra curricular activity in which the student wants to participate, and participation is in compliance with the IESA and/or IHSAA rules and regulations.
2. The student attends the public school for a part of the regular school day, for which the district receives state aid.
3. They are selected by the coach/sponsor to participate in the specific activity.
4. They pay all required fees.

Transportation will be the responsibility of the parent.

09/06/05

Students

School Admissions and Student Transfers

Age

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. To be eligible to admission to early childhood pre-school programs, a child must be 3 years old on or before September 1 of the current school year. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age.

Admission Procedure

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

Parents/guardians enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. Upon failure of a person enrolling a student to provide a copy of the student's birth certificate the building Principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Principal shall so refer the case. The Principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
 2. Proof of residence, as required by Board policy 7:60, Residence.
 3. Proof of disease immunization or detection and the required physical examination and dental examination, as required by State law and Board policy 7:100, Health Examinations, Immunizations, and Exclusion of Students.
- B. Parents of current students will be notified in writing of the time and dates for registration. Notice for new enrollees will be posted on the District web site and other appropriate venues.
- C. Each year, the parent or guardian of a current student or a new enrollee must register and attend orientation prior to the student being assigned to a classroom.

Homeless Children

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

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. The Superintendent is delegated all authority granted to the Board of Education in order to implement this policy, subject to specific Board action to the contrary. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Student Transfers From Edison Partnership Schools

Students who have enrolled and commenced attendance at an Edison Partnership School shall be allowed to transfer and attend another District school only at the end of the school year. Students are

expected to complete the school year at the Edison Schools. Transfers would take effect for the upcoming school year. Exceptions to this policy may only be granted by the Superintendent.

Student Transfers from Valeska Hinton Early Childhood Center

Students who have enrolled and commenced attendance at Valeska Hinton Early Childhood Education Center shall be allowed to transfer and attend another District school only at the end of the first semester of each respective school year. Exceptions to this policy may only be granted by the Superintendent.

Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools and attendance may not exceed 12 months.

The Board of Education may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (See 6:110, Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program). Before being denied re-enrollment the District will offer the individual due process as required in cases of expulsion under policy 7:210, Expulsion Procedures. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs, that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities In Education Act or accommodation plans under the Americans with Disabilities Act.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232.
Illegal Immigrant and Immigrant Responsibility Act of 1996, 8 U.S.C. § 1101.
20 U.S.C. § 1400 et seq.
42 U.S.C. § 12101 et seq.
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2,
5/27-8.1, and 10/8.1.
325 ILCS 55/1 et seq. and 50/1 et seq.
23 Ill. Admin. Code § 375 et seq.

CROSS REF.: 2:20 (Establishing attendance units within the District and Assigning Students to the Schools, #10), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping out of School and Graduation Incentives Program, 6:140 (Education of Homeless Children), 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions), 7:60 (Residence), 7:340 (Student Records), 8:96 (Parental Involvement Policy)

ADOPTED: July 18, 2005

REVISED: February 6, 2006 November 20, 2006 May 18, 2009

Students

Residence

Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. In addition, the child's natural or adoptive parent, if available, shall complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

Non-Resident Students

Non-resident students may attend District schools:

1. Upon the approval of a request submitted by a student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following:
 - a. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
 - b. The student will attend the school designated by the Superintendent or designee.
 - c. The student will be accepted only if there is sufficient room.
 - d. The student's parent(s)/guardian(s) will be charged 100% of tuition as allowed by State law.
 - e. Transportation to and from school shall be the responsibility of the parent(s)/guardian(s).
2. According an intergovernmental agreement to accept non-resident students under the No Child Left Behind Act's school choice provisions.
3. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Special Ed Students

In the event that any special education student is determined to be a non-resident student, the status of such student shall be referred to the Assistant Superintendent for Special Services who shall review the determination of District residence and establish tuition rates.

Challenging a Student's Residence Status

If the Superintendent or designee, including the Assistant Superintendent for Special Services, determines that a student attending school on a tuition-free basis is a non-resident of the District, he or she shall refer the case to the Assistant Superintendent for School Operations who shall follow procedures as provided by The School Code, 105 ILCS 5/10-20.12b.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.
30 ILCS 220/11.
105 ILCS 5/10-20.12a, 5/10-20.12b, and 5/10-22.5.
105 ILCS 45/1-5.
23 Ill. Admin. Code § 1.240(e).
Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School
Dist. 200, 601 N.E.2d 1264 (Ill. App. 1992).
Joel R. v. Board of Education of Manheim School District 83, 686 N.E.2d 650 (Ill.
App. 1st Dist. 1997).
Kraut v. Rachford, 366 N.E.2d 497 (Ill. App. 1st Dist. 1977).

CROSS REF.: 6:15 (School Accountability *containing* School Choice for Students Enrolled in a
School Identified for Improvement, Corrective Action, or Restructuring), 6:140
(Education of Homeless Children)

ADOPTED: July 18, 2005

REVISED: February 6, 2006

Students

School (NCLB) Choice and Supplemental Educational Services (SES)

This Policy shall apply only to those students enrolled in a school identified by the Board of Education for school improvement, corrective action, or restructuring according to the No Child Left Behind Act. Students enrolled in those schools may transfer to another public school within the District that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practical, establish a cooperative agreement with other School Districts in the area.

If capacity at a receiving school becomes an issue, the District will explore a range of possible options under the law, including giving priority to the lowest achieving students from low income families, creating satellite divisions of receiving schools in neighborhood buildings, redrawing attendance zones, if necessary, or other options to ensure the ability to transfer is provided.

A student may not transfer to a school where academic criteria exists for enrollment and the student does not meet that criteria or where a transfer would prevent the School District from meeting its obligations under a State or Federal law, Court Order, or consent decree applicable to the School District.

A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school.

Transportation to a Choice School:

The District shall provide transportation only until the end of the school year in which the home (or transferring) school ceases to be identified for school improvement or subject to corrective action or restructuring. Transportation will not be provided to those students choosing to remain at a school to which they transferred under this policy when their home school ceases to be identified for school improvement.

School Improvement Plan:

If any District school is identified for improvement, the Superintendent or designee shall identify, develop, or revise a School Plan for improvement in accordance with Federal law. This School Plan shall be presented to the Board of Education for approval. Students from low income families shall be provided supplemental educational services as provided by Federal law, if they attend any District school that:

1. Failed to make adequate yearly progress for three consecutive years,
2. Is subject to corrective action or restructuring.

The Superintendent shall prepare and institute appropriate procedures to implement this policy.

Legal References: 20USCA 6316(E)

ADOPTED: July 18, 2005

REVISED: January 11, 2010

Students

Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child. Students between the ages of 7 and 17 years are within the Illinois compulsory school age and are mandated to attend school unless the student has already graduated. Parent(s)/guardian(s) must ensure that their child who is enrolled in school attends school unless otherwise excused by law. In addition, individuals having custody or control of a child who is below the age of 7 years or is 17 years or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause him to attend the public school during the regular school term unless otherwise excused.

Absence Notification

A student's parent(s)/guardian(s) must: (1) upon the child's enrollment, provide one or two telephone numbers to the Building Principal and update them as necessary, and (2) authorize all absences and notify the school in advance or at the time of the child's absence. A valid cause for absence (excused absence) includes:

- Student illness
- Observance of religious holiday
- Death in the immediate family
- Family emergency
- Visits to college campuses and job interviews as described below
- Situations beyond the student's control as determined by the [Board of Education][Principal]
- Other circumstances which cause reasonable concern to the parent for the safety or health of the student

If a student is absent without prior authorization by the parent(s)/guardian(s), the Building Principal or designee shall make a reasonable effort on that day to notify the parent(s)/guardian(s) of the child's absence, if possible, within 2 hours after the first class by telephoning the numbers given.

Truancy

Students who are absent without valid cause for a school day or portion thereof shall be deemed truant. Any student who is absent without valid cause from such attendance for five percent (5%) or more of the previous 180 regular attendance days shall be deemed to be a "chronic" or "habitual" truant.

The District's truant officers are authorized to investigate all cases of truancy or non-attendance. The Board of Education, Superintendent, School District administrators, and staff shall assist and furnish such information as they have to aid truant officers.

Students who are 17 years of age or younger and are chronically truant will be referred to the Regional Office of Education #48 (Project Target) and/or local police agencies as required by law, once all support services and resources have been exhausted.

The Superintendent shall direct the appropriate School District staff to develop diagnostic procedures

to be used for identifying the cause(s) of unexcused student absenteeism. The diagnostic procedures shall include, but not be limited to, interviews with the student, his or her parent(s)/guardian(s), and any school official(s) or other people who may have information.

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

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

The District's principals shall consider whether a student's truancy is the result of extraordinary circumstances in implementing this Policy. Extraordinary circumstances can include, but are not limited to, family emergency or hardship, medical necessity or financial crisis. Each Principal shall have discretion in determining whether truancy is due to extraordinary circumstance but consistent with the intent of this Policy which recognizes the vital importance of regular school attendance for student achievement.

No punitive action, including out-of-school suspensions, expulsions, or court action shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student or have been offered and refused. The Superintendent or designee shall establish a set of written criteria to determine if a student's truancy is caused by extraordinary circumstances.

Any 17 year old dropout, as defined Section 26-2a of the *School Code*, may participate in the District's various programs and resources for truants, upon providing documentation of dropout status for the previous 6 months.

LEGAL REF.: 105 ILCS 5/26-1et seq.23 Ill.Adm.Code §§ 1.242 and 1.290, 705 ILCS 405/3-33.5.

CROSS REF.: 6:110 (Programs for Students At Risk of Dropping Out of School), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Discipline)

ADOPTED: August 1, 2005

Revised: August , 2012

Students – Administrative Procedure

ATTENDANCE AND TRUANCY – COMPULSORY ATTENDANCE

I. Excused Absences

A. Requests by students to be absent from school for the following reasons will be considered excused absences:

- illness
- observance of religious holiday (with 48 hours' notice requested)
- death in the immediate family
- family emergency
- visits to college campuses and job interviews (with 48 hours prior written notice) to a maximum of five days
- situations beyond the student's control as determined by the Board of Education
- other circumstances which cause reasonable concern to the parent for the safety or health of the student.

B. A student's parent(s)/guardian(s) must authorize all absences and notify the school 48 hours in advance when situations require pre-approval notices, otherwise at the time of the student's absence.

C. Students who are absent from school due to illness for 10 consecutive days will be required to submit a doctor's letter to verify the student's medical condition and its impact on the student's ability to attend school.

D.

E. It shall be the responsibility of the student to complete all make-up work within the time limits established by school personnel. At the high school level, after nine (9) unexcused absences, the student automatically fails the course for that grading period. (see 6:280AP).

F. Requests by students to be absent from school during the semester examinations will generally be denied. A Principal may excuse such an absence if circumstances warrant, on a case-by-case basis.

II. Absences to Take Part in Extra Curricular Activities

While it may, occasionally, be necessary for the principal to approve the release of students from regularly scheduled classes to take part in extracurricular activities, this practice is to be held to a minimum.

Absences may be approved for participation in competitive events sponsored by District 150 or regularly scheduled through state organizations like the Illinois High School Association with which the District has official affiliation. Absences may be approved for national or international competition such as is held for speech, debate, cheerleading and vocational education providing qualification for such competition was secured through successful state competition. District 150 will not be obligated for any expense incurred.

The principal or a district-wide sponsor of the extra-curricular activity may, with the concurrence of the Associate Superintendent approve other school-sponsored trips to be accomplished primarily when school is not in session. These trips will be considered for approval if the experiences are an integral part of the school curriculum and contribute to the District's desired educational goals. Each trip authorization shall be based on written rationale of the travel's educational value as well as safety and welfare of the students involved. The principal must assure the District that adequate supervision is provided. The District will not be obligated for an expense incurred, with the possible exception of the cost of a substitute, if needed.

III. Unexcused Absences and Truancy

A. Students who are absent for reasons other than listed under excused absences shall be considered unexcused.

B. At a minimum, the following actions will be taken to attempt to secure a student's attendance after unexcused absences. Such efforts must be documented, including when supports are offered and refused by the student and/or parent/guardian..:

- Principal or designee will make a phone call to parent/guardian when student is absent within 2 hours after the first class, if possible.
- **3rd unexcused absence:**
 - Principal or designee will meet with student to discuss reasons for being absent, importance of attendance and develop a plan for possible solutions including community support services, explanation of the law concerning student attendance and responses for failure to meet the expectations of attendance plan.
 - Following conference with student, principal/designee will contact parent/guardian to review all items covered in student meeting and inform them of the District's policy requiring a doctor's note after 10 absences for illness.
 - The principal shall refer the matter to a District truancy officer for further investigation.
- **Upon the student's 6th unexcused absence**
 - Principal/designee will mail or have delivered a letter requesting the parent(s)/guardian(s) to contact the school within 5 days of date of letter, to schedule a meeting to discuss child's absences and develop a targeted intervention plan. The letter will list resources for parents if they need assistance. Letter will inform parents of expectations and levels of intervention. (Note: failure of parents to attend meeting will not change the process for the parent(s)/guardian(s) or a student's targeted plan development.)
 - The meeting with the family may be individual or conducted as a group meeting with several families. The meeting could occur as a building-level Targeted Team Meeting, a "Project TARGET" meeting, etc. Sign in and the development of a proposed plan will be required.
 - Connecting with the student and family for any further unexcused absences is strongly recommended.

C. If issue continues:

- Upon the **9th unexcused absence** from school, the truancy officer will personally deliver (or attempt to deliver) and mail written notice to the parent/guardian that the child shall be present at school on the day following receipt of the notice, and that attendance at school must be continuous and consecutive in the District during the remainder of the school year. Student who are absent without valid excuse for 9 or more days within the last 180 days of regular school attendance are considered

chronically truant.

- If the truancy officer has given three notices which have not been complied with, and if all support services and resources have been exhausted, then the truancy officer shall refer the matter to the Regional Office of Education (Project TARGET) for a truancy hearing and possible further legal action.
 - Continued chronic truancy may result in punitive action, including out-of-school suspension, expulsion and/or court action, as permitted under law, once support services and other school resources have been exhausted.
-
- On the **9th unexcused absence, students, ages 13+ and their parent(s)/guardian(s) may sign an Alternative Attendance Contract** which states if the student receives two more days of absences, they will be transferred to an alternative site.

D. Truancy due to extraordinary circumstances. The Superintendent and designees may utilize the criteria governing whether truancy is due to extraordinary circumstances stated in the Board's Truancy Policy in implementing this Administrative Procedure.

III. Denial of enrollment to student 17 years or older for failure to meet academic or attendance standards

A. A student 17 years of age or older may be denied enrollment for one (1) semester for failure to meet minimum academic standards if the following conditions are met:

1. The student achieved a GPA of less than "D" (or equivalent) in the semester immediately prior to the current semester;
2. The student and parent/guardian are given written notice warning that the student is failing academically and is subject to denial from enrollment for one (1) semester unless a "D" average (or equivalent) is attained in the current semester;
3. The parent/guardian is provided with the right to appeal the notice;
4. The student is provided with an academic improvement plan and academic remediation services; and
5. The student fails to achieve a "D" average (or equivalent) or better in the current semester.

B. A student 17 years of age or older may be denied enrollment for failure to meet minimum attendance standards if the following conditions are met:

1. The student is absent without valid cause for 20% or more of the attendance days in the semester immediately prior to the current semester;
2. The student and parent/guardian are given written notice warning the student is subject to denial from enrollment for one (1) semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester;
3. The parent/guardian is provided with the right to appeal the notice;
4. The student is provided with attendance remediation services, including assessment, counseling and support services; and
5. The student is absent without valid cause for 20% or more of attendance days in the current semester.

C. A student who is at least 17 years old but less than 19 years old may not be denied enrollment for more than one (1) consecutive semester for failure to meet attendance standards.

D. The written notice sent to the parents/guardians referenced in A(2) and B(2) above shall inform them that they have the right to request a hearing before a Board-appointed hearing officer to review the Board's intention to deny enrollment to their student. The Board has appointed the Superintendent or designee to act as hearing officer. Any appeal made by the parent or guardian must be heard and a final determination made by the Board before a student may be denied enrollment.

IV. Dropouts

Any dropout who is resident in the school district and who meets the statutory definition of a dropout and who is 17 years of age may apply to the District for status as a truant, and the District shall permit such person to participate in the District's various programs and resources for truants. At the time of the person's application, the District will request documentation of his/her dropout status for the previous six (6) months. A "dropout" is defined as: any child enrolled in grades 9 through 12 whose name has been removed from the District enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parent(s)/guardian(s) or continuing school in another country.

V. Disclosure of Records

The District may disclose a student's education records relating to attendance to juvenile authorities as defined under the *Illinois School Student Records Act* upon prior written notice to the parent/guardian.

Revised: September 19, 2005
 April 26, 2010
 August 13, 2012

Students

Release Time for Religious Instruction/Observance

Religious Observance

A student shall be released from school, as an excused absence, for the purpose of observing a religious holiday or for religious instruction. The parent(s)/guardian(s) must give written notice to the District 5 days before the student's anticipated absence.

The parent(s)/guardian(s)'s written notification of the student's anticipated absence shall satisfy the District's requirement for a written excuse when the student returns to school.

The Superintendent shall develop and distribute to teachers appropriate procedures regarding student absences for a religious holiday which include a list of religious holidays on which students shall be excused from attendance, how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student an equivalent opportunity to make up any examination, study, or work requirement.

Religious Instruction

A student shall be released from school for a day or portion of a day for the purpose of religious instruction. A letter, requesting the student's absence and written by the student's parent(s)/guardian(s), must be given to the Building Principal at least 5 days before the day the student is to be absent.

LEGAL REF.: Religious Freedom Restoration Act, 775 ILCS 35/5.
105 ILCS 5/26-1 and 5/26-2b.

CROSS REF.: 7:70 (Attendance and Truancy)

ADOPTED: July 18, 2005

REVISED: April 12, 2010

Students

Release During School Hours

Teachers may not release students from school at other than the regular dismissal times without prior approval of the Building Principal. No student will be released from school to any person other than the custodial parent(s)/guardian(s) without the written or oral permission of the custodial parent(s)/guardian(s).

All secondary school students shall be required to remain on the school campus during the noon lunch period unless an open noon lunch program which permits students to leave the school campus is approved by the Superintendent or his designee. The students shall not be required to purchase all or any part of their meal from the school facilities.

ADOPTED: September 6, 2005

Students

Health Examinations, Immunizations, and Exclusion of Students

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

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

The required health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.

A student's parent(s)/guardian(s) shall present proof that the student received a dental examination, as required by the Illinois Department of Public Health, within one year prior to:

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

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

Unless the student is homeless, failure to comply with the above requirements by October 15th of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by the first day of school, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations. All new students who are first-time registrants shall have 30 days following registration to comply with the health examination and immunization regulations.

Parents/guardians of children between the ages of 6 months and 6 years must provide a statement from a physician that their child was "risk-assessed" or screened for lead poisoning in accordance with State law.

A student may be exempted from this policy's requirements on religious or medical grounds if the student's parent(s)/guardian(s) present to the Superintendent a signed statement explaining the objection. A student may be exempted from the health examination or immunizations on medical grounds if a physician provides written verification.

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.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.
105 ILCS 5/27-8.1.
410 ILCS 45/7.1.
77 Ill. Admin. Code §§ 665.100 et seq. and 665.240.

CROSS REF.: 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs)

ADOPTED: July 18, 2005

Students – Administrative Procedure

Health Examinations, Immunizations, and Exclusion of Students

I. School Health and Dental Examinations

- a. The health examination shall be conducted within one year prior to the date of entering school (e.g., pre-kindergarten and students transferring into Illinois from out-of-state or out-of-country), kindergarten or first grade, fifth and ninth grade.
- b. The dental examination shall be conducted within one year prior to the date of entering school (e.g., pre-kindergarten and students transferring into Illinois from out-of-state or out-of-country), kindergarten or second grade, sixth and ninth grade
- c. For students in programs where grade levels are not assigned, examinations shall be completed prior to the date of entering and within one year prior to the school year in which the child reaches ages of 5, 10, and 15.
- d. For students who are required to have a sports physical in the year that coincides with the school health examination requirement, the school health examination form may be accepted as proof of examination for interscholastic sports, provided it meets IHSA requirements, if the statement regarding participation in interscholastic sports is completed by the examiner.
- e. School health examinations for students transferring from within Illinois shall be on the Certificate of Child Health Examination Form as provided by the state. For transfer students from out-of-state or out-of-country, a health form that is comparable to the Illinois requirements may be accepted only at the time of first entry into an Illinois school.
- f. The dental examination shall be recorded on the Dental Examination Record as prescribed by the state for transfer students from out-of-state or out-of-country, a dental examination form that is comparable to the Illinois requirements may be accepted only at the time of first entry into an Illinois school.

II. Immunization Requirements

- a. Every student shall present proof of having received such examinations against preventable communicable diseases as the Department of Public Health shall require by rules and regulations promulgated pursuant to the Illinois School Code 105 ILCS 5/27-8.1 and the Communicable Disease Prevention Act.
- b. If for medical reasons one or more of the required immunizations must be given after the first day of school or initial enrollment, a schedule for the administration of the immunizations and statement of the medical reasons for the delay shall be presented to the school and the students shall be permitted to attend.

III. Exceptions to Requirements

- a. If there is a religious objection to the school health examination, dental examination, Immunizations, or vision and hearing screening tests by the parent or legal guardian, a written and signed statement detailing such objection must set forth the specific religious belief which conflicts with the requirements(s). The Superintendent or designee shall determine whether the written statement constitutes a valid religious objection.

Health Examinations, Immunizations, and Exclusion of Students

- b. Any medical objection to an immunization must be made by a physician licensed to practice medicine in all its branches indicating on the school health examination form the medical condition which is the basis for objection.
- c. Students transferring into the district shall be given 30 days to meet compliance requirements during which time they will be permitted to attend school.

IV. Verification of Records

- a. The building administrator or designee shall verify compliance with the examination and immunization requirements and permit the student to enroll and attend school. The school nurse shall also view the records at a later time to verify compliance.
- b. In the event a student has been permitted to attend school but later review discloses that the examination or immunization requirements were not fully met, the student shall be given 30 days from notification to meet compliance requirements during which time they will be permitted to attend school

09/06/05

Students

Student 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. These rights include the right to voluntarily engage in individually initiated, non-disruptive prayer that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, is not sponsored, promoted, or endorsed in any manner by the school or any school employee. 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.

LEGAL REF.: 20 U.S.C. § 7904.
105 ILCS 20/5.
23 Ill. Admin. Code § 1.210.
Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:190 (Student Discipline)

ADOPTED: July 18, 2005

Students

Search and Seizure

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

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

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. This paragraph applies to student vehicles parked on school property. By exercising the privilege of parking vehicles on school property, students consent to searches of their vehicles and personal effects therein, without notice and without suspicion of wrong doing.

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

Students

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

When feasible, the search should be conducted as follows:

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

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

Seizure of Property

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

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.
Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993).
People v. Dilworth, 661 N.E.2d 310 (Ill. 1996), *cert. denied*, 116 S. Ct. 1692 (1996).
People v. Pruitt, 662 N.E. 2d 540 (1st Dist. Ill. 1996), *app. denied*, 667 N.E. 2d 1061 (Ill. App. 1st Dist. 1996).
T.L.O. v. New Jersey, 105 S.Ct. 733 (1985).
Vernonia School District 47J v. Acton, 115 S.Ct. 2386 (1995).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Discipline)

ADOPTED: July 18, 2005

Students

Agency and Police Interviews

All requests by agency or police officials to interview a student shall be handled according to procedures developed by the Superintendent.

LEGAL REF.: 325 ILCS 5/1 et seq.
 705 ILCS 80/1 et seq.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190
 (Student Discipline)

ADOPTED: July 18, 2005

DISTRICT 150 HIGH SCHOOL STUDENT DRESS CODE

District 150 finds that student dress and personal appearance is important for success in both school and in the workplace. Student dress and grooming must meet reasonable safety, health and decency standards so that students can be focused on academics and safe while in school. The following information is intended to serve as a guide for acceptable dress for all District 150 high school students.

Peoria District 150 presents this new standardized dress code for all high school students for the 2010/2011 school year. The District hopes that this dress code will be uniformly followed so that the District is not forced to require school uniforms at the high schools in the future.

I. DRESS CODE EXPECTATIONS, EXAMPLES OF ACCEPTABLE DRESS:

1. HAIR
 - a. Should be clean.
 - b. May be tied back with headbands made for use in hair.
 - c. May be tied back with hair ties, or barrettes.
2. PANTS
 - a. May be denim, khakis, sweat pants or athletic pants without writing across the behind.
 - b. Must be fitted or worn at the waist.
3. SHORTS
 - a. May be denim, khakis, athletic material without writing across the behind.
 - b. Must be fitted or worn at the waist.
 - c. May be worn as long as they are no shorter than 2 inches from the top of the knee.
4. SKIRTS AND DRESSES
 - a. May be worn as long as they are no shorter than 2 inches from the top of the knee.
5. SHIRTS/TOPS
 - a. T-shirts, polo shirts, button down shirts, blouses, sweaters, sweatshirts, and turtlenecks.
 - b. Blouses and shirts with no sleeves as long as the edges are properly finished with a hem and do not display shoulders or bare sides.
6. JEWELRY
 - a. Earrings, necklaces, rings, bracelets are appropriate if they do not pose a safety hazard, subject to restrictions listed below.
7. SHOES
 - a. Tennis or athletic shoes, loafers, crocs, sandals with a heel, backing or ankle support, boots, hiking shoes, and dress shoes are acceptable.

II. EXAMPLES OF UNACCEPTABLE DRESS

1. ANY ITEM WORN ON THE BODY, INCLUDING A TATTOO that contains a lewd, offensive, obscene, racist, sexist, or rude slogan or saying.

2. ANY ITEM WORN ON THE BODY, INCLUDING A TATTOO that promotes or denotes alcohol or drug use or gang membership.
3. UNDERWEAR may not be seen, either through, above, or around the clothing.
4. PAJAMAS OR LOUNGE PANTS are not to be worn to school.
5. HAIR
 - a. Hairnets, skull caps, bandanas, hair rollers, scarves, and “do rags,” are not allowed.
 - b. Hats, and hoods cannot be worn in the building.
 - c. Picks, hair pins/sticks and combs (for combing your hair) cannot be worn as they are a safety hazard.
6. PANTS
 - a. Pants may not sag; they must be fitted at the waist or slightly below the waist so that they do not fall down.
 - b. Pants may not be so thin or worn in such a way that your underwear may be seen either through the pants or above the waistline of the pants.
 - c. May not display words across the behind.
7. SHORTS
 - a. May not be shorter than two inches from the top of the knee.
 - b. May not be see through or sheer.
 - c. Must be fitted at the waist or slightly below so that they do not fall down or sag.
 - d. May not display words across the behind.
8. SKIRTS/DRESSES
 - a. May not be see through or sheer.
 - b. May not be shorter than two inches from the top of the knee.
9. SHIRTS/TOPS
 - a. May not show cleavage.
 - b. May not ride up so as to show midribs, stomach, waist, back, and hips. A shirt must be able to be tucked in and stay tucked in or it is too short.
 - c. May not display shoulders (tank tops, strapless shirts, spaghetti straps, tube and halter tops are not allowed.)
 - d. T-shirts or polo shirts with cut off sleeves are not allowed.
 - e. See through or sheer shirts are not allowed.
 - f. Backless shirts are not allowed.
10. JEWELRY
 - a. Chains may not be worn (plastic, steel, wallet, bike, etc). For example, a chain from the wallet to the belt loop or a chain (not a necklace) that is worn around the neck is prohibited.
 - b. Under no circumstances will pendants, pins, or jewelry that denotes gang membership or promotes drug and alcohol use be allowed in school.
11. SHOES
 - a. Thong sandals or flip flops are not allowed.
 - b. Shoes with spikes, chains or metal are prohibited.
 - c. Stiletto heels are not allowed.
 - d. High heeled shoes that pose a safety hazard due to their height are not permitted.

III. CONSEQUENCES FOR DRESS CODE VIOLATIONS:

1. **1st Offense:** The student will be asked to remove the offending item, if possible, and warned that future violations will result in further disciplinary action. The parent of the student will be called and informed of the violation. If the student cannot remove the offending item, District 150 will provide a cover up and/or give the parent an opportunity to bring proper clothing to school. The student will have the opportunity to talk to a dean or counselor confidentially about why they are unable to comply with the dress code.
2. **2nd Offense:** Administrative Detention, accumulation of demerits, call home to parents.
3. **3rd Offense:** Depending on the seriousness of the offense, the punishment will range from Administrative Detention, Saturday Detention or possible suspension, either in school or out of school. Additionally, the parents will be called and told to take the student home to change clothing and return. Attendance at a dress for success workshop may be required.
4. **4th Offense:** The student will be prohibited from attending school unless a school uniform of khaki pants and a collared shirt is worn for the remainder of the grading period. The student returning to school at the start of the next grading period after a 4th offense dress code violation will be subject to a 4th offense penalty for any new dress code violations for the entirety of the school year.

I HAVE READ AND FULLY UNDERSTAND PEORIA PUBLIC SCHOOL DISTRICT 150'S DRESS CODE.

STUDENT

PARENT/GUARDIAN

DATE

DATE

Students

Student Appearance

Student dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent and included in the Student Handbook.

LEGAL REF.: 105 ILCS 5/10-22.25b.
Oleson by Oleson v. Board of Education, 676 F.Supp. 6 (N.D. Ill. 1987), *aff'd*, 851 F.2d 450 (7th Cir. 1988).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:165 (School Uniform), 7:190 (Student Discipline)

ADOPTED: July 18, 2005

Students

School Uniforms

As part of our safety program and to ensure a culture of excellence, all primary and middle schools in the School District will enforce a mandatory school uniform policy by School Year 2009-2010. Mandatory school uniforms shall not apply to the Adult Education Program or the Evening School Program. The purpose of this policy is to provide additional opportunities for increased school safety, to minimize disruption, to easily identify trespassers on campuses, and to promote improvement in student behavior. School uniforms also help students to experience a greater sense of school identity and belonging, along with promoting academic excellence.

Students may wear attire that is part of the student's religious practice and may wear the uniform of a nationally recognized youth organization such as Boy Scouts or Girl Scouts on regular meeting days. The School District shall accommodate the needs or otherwise provide appropriate resources to assist a student from an indigent family in complying with this school uniform policy.

No student shall be denied attendance at school, penalized or otherwise subjected to compliance measures for failing to wear a uniform by reason of:

1. Insufficient time in which to comply with this policy;
2. Objection by the student's parent(s)/guardian(s) on religious grounds to the student's compliance with this policy, if they have provided the Board with a signed statement of objection detailing the grounds for the objection.

The Superintendent or his designee shall prepare an Administrative Procedure implementing the mandatory school uniform policy, which shall include the requirement and exceptions as provided in the School code.

LEGAL REF: 105 ILCS 5/10-22.25b.
Tinker v. Des Moines Independent School District, 89 S.Ct. 7 (1969).

CROSS REF: 7:160 (Student Appearance), 7:190 (Student Discipline)

ADOPTED: July 18, 2005

REVISED: October 20, 2008

Students

Prevention of and Response to Bullying and Other Aggressive Behaviors

Bullying (as defined below) diminishes a student's ability to learn and a school's ability to educate. Such conduct interferes with a student's educational environment, safety, and academic performance. Preventing students from engaging in these aggressive and disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Students are expected to act respectfully toward their peers and to avoid bullying and aggressive behaviors in their interactions with other students. The District prohibits and will not tolerate aggressive student behavior, including bullying conduct of any type or on any basis, as defined below. Further, the District will protect students against retaliation for reporting incidents of aggressive behavior and bullying, and will take disciplinary action against any student who participates in such conduct.

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

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

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Aggressive conduct toward other students that is not severe or pervasive shall not be deemed as bullying, but may constitute gross disobedience or misconduct leading to discipline under Board Policy 7:190, Student Discipline, of any student who engages in such behavior. Students who engage in bullying conduct also shall be disciplined under Board Policy 7:190.

Cyber-bullying 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. *Cyber-bullying* 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*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and

communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

In addition, bullying is prohibited 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, or marital status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic.

Bullying is prohibited in each of the following situations: **1**

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 nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred. It does not require the School District to monitor any non-school related activity, function, or program.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below, which reflect the required policy components in 105 ILCS 5/27-23.7(b).

1. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
2. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. **2** Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports also are accepted and may be reported to the:

Complaint Manager:

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

Director of Student Affairs

Name

3202 N Wisconsin Ave, Peoria, IL 61603

Address

info@psd150.org

Email

(309) 672-6540

Telephone

3. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parents/guardians of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. ³
4. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within **10 school days** after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and the District shall provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs. ⁴

5. The District shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
6. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be met with disciplinary consequences and appropriate remedial actions consistent with this and other Board Policies.
7. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be met with disciplinary consequences and appropriate remedial actions consistent with this and other Board Policies.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

8. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
9. This policy shall be posted on the District's Internet website, if any; included in the student handbook; and, where applicable, posted where other policies, rules, and standards of conduct are currently posted. The policy also must be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
10. The District shall review and re-evaluate this Policy and make necessary and appropriate revisions every two years, and file its updated Policy with the Illinois State Board of Education. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may include the use of relevant data and information that the District already collects for other purposes. The District shall post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

11. This Policy must be consistent with other Board policies.⁵

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.
 105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
 23 Ill.Admin.Code §§1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

Students

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or tobacco products, or any alternative nicotine product (*e.g.*, electronic cigarettes), or any cartridge or component of an alternative nicotine product.
2. Using, possessing, distributing, purchasing, selling and/or under the influence of alcoholic beverages.
3. Using, possessing, distributing, purchasing, selling and or under the influence:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish) and/or residue.
 - b. Any anabolic steroid not administered under a physician's care and supervision.
 - c. Any prescription drug when not prescribed for the student by a licensed physician or when used in a manner inconsistent with the prescription or prescribing physician's instructions.
 - d. Look-alike or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
 - e. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
4. Using, possessing, controlling, or transferring a weapon or ammunition in violation of the "weapons" section of this policy. (See page 3 of 5)
5. Students are permitted to have in their possession cellular telephones, personal digital assistants and other wireless electronic devices. All such devices shall be kept off and out of sight during the regular school day while in the school building, riding the school bus, or while attending any class or school activity outside of the school building unless, (a) the supervising teacher grants permission; (b) use of the device is provided in a student's I.E.P.; (c) specific written permission is given by the building principal; or (d) it is needed in an emergency that threatens the safety of the students, staff or other individuals.

Violation of this policy will subject students to normal disciplinary measures and/or confiscation of the device.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Insubordination: Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.

9. Engaging in any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct. Prohibited conduct includes any use of violence, fighting, assault and battery, force, noise, coercion, threats, intimidation, fear, harassment, bullying, extortion, hazing, or other comparable conduct.
10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property or in possession of stolen property.
11. Being absent without a recognized excuse; State law and Board policy on truancy control will be used with chronic and habitual truants.
12. Being involved with any public school fraternity, sorority, or secret society, by:
 - Being a member;
 - Promising to join;
 - Pledging to become a member; or
 - Soliciting any other person to join, promise to join, or be pledged to become a member.
13. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia. The Board believes that the presence of gangs and gang activities can cause a substantial disruption of, or material interferences with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. By this policy, the Board of Education acts to prohibit existence of gangs and gang activities as follows:

No student:

 - a. shall wear, possess, use, distribute, display or sell clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang.
 - b. shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, hand-shakes, etc.) showing membership or affiliation in a gang.
 - c. shall 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:
 1. soliciting others for membership in any gangs; requesting any person to pay protection or otherwise intimidating or threatening any person;
 2. committing any other illegal act or other violation of school district policies;
 3. inciting other students to act with physical violence upon any other person.

Violation of this policy shall be deemed gross disobedience or misconduct for disciplinary purposes.
14. Violating any criminal law, such as, but not limited to, assault and battery, arson, theft, gambling, and hazing, reckless conduct, aiding and abetting.
15. Engaging in any activity, on or off campus, that: (a) poses a threat or danger to the safety of other students, staff, or school property; (b) constitutes an interference with school purposes or an educational function; or (c) is disruptive to the school environment.
16. Failing to comply with the mandatory uniform policy, but only after repeated attempts to secure compliance, such as conferences with parents/guardians, have been unsuccessful.
17. Indecent exposure of body or engaging in an act of sexual conduct with another, or sexual harassment.
18. Accumulation of 100 or more demerits for violation of school rules after counseling and notice to the student and parents or guardians.
19. A student who accumulates four (4) suspensions during a school year may be recommended for an expulsion hearing. The student and his/her parent or legal guardian shall be notified after the 3rd (third) suspension by written notice of this policy. At the hearing, proof will be limited to the facts pertaining to the last suspension and the record of the past suspensions.

20. Gross disrespect, gross insubordination or gross verbal abuse of another. Gross verbal abuse includes a threat and racial or religious slur.
21. Any misrepresentation communicated to a teacher or staff member in verbal or written format such as forgery/falsifying information.

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 where 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.

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.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply 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 other time when the school is being used by a school group;
2. Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if: (a) the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member; (b) the conduct may reasonably be considered to be an interference with school purposes or an educational function; or (c) the student's presence at school may reasonably be considered to create an interference with school purposes or an educational function.

Disciplinary Measures

Disciplinary measures may include:

1. Removal from classroom.
2. Notifying parent/guardians.
3. Disciplinary conference.
4. Withholding of privileges.
5. In-school intervention to suspension for a period not to exceed 5 school days. The Building Principal or designee shall ensure that the student is properly supervised.
6. After-school intervention or Saturday intervention, provided the student's parent/guardian(s) have been notified. The student must be supervised by the detaining teacher, Building Principal or designee.
7. Community service with local public and nonprofit agencies that enhance 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(s) the choice.
8. Seizure of contraband, electronic device or any other items in violation of Board Policy.
9. Students who are under the influence of alcohol or any prohibited substances are not permitted to attend school or school functions and are treated as though they had the alcohol or prohibited substance in their possession.
10. Suspension from school and all school activities for up to 10 days, provided that appropriate procedures are followed. A suspended student is prohibited from being on school grounds or attending school activities. Students enrolled in the Respite Program at

the Knoxville Center for Student Success will be allowed only on the Knoxville campus during the suspension, they are prohibited from being on any other school grounds or attending any school activity without prior approval.

11. Suspension of bus riding privileges, provided that appropriate procedures are followed.
12. Alternative Probation Agreement (at the school level).
13. Board Probation Agreement.
14. Administrative transfer.
15. Participation in the PACES Abeyance Program.
16. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed 2 calendar years, provided that the appropriate procedures are followed. An expelled student is prohibited from being on school grounds.
17. Notifying juvenile authorities or other law enforcement, whenever the conduct involves illegal drugs (controlled substances), look-alikes, alcohol, or weapons, or any other violation(s) of the law.

A student who is subject to suspension or expulsion may be eligible for an alternative school program. Parent/guardian(s) have a right to a suspension review hearing.

Corporal punishment shall 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

A student who uses, possesses, controls, or transfers a weapon, or ammunition, or any other object that can reasonably be considered, or looks like, a weapon, shall be expelled for at least one calendar year, but no more than two calendar years. The Superintendent may modify the expulsion period and the Board may modify the Superintendent's determination, on a case-by-case basis. A weapon means possession, use, control, or transfer of: (1) any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Act, or use of a weapon as defined in Section 24-1 of the Criminal Code; (2) any other object if used or attempted to be used to cause bodily harm, including but not limited to, knives, brass knuckles, billy clubs; or (3) "look-alikes" of any weapon as defined above. Any item, such as a baseball bat, pipe, bottle, lock, stick, pencil, and pen, is considered to be a weapon if used or attempted to be used to cause bodily harm. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

Required Notices

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

Efforts, including the use of early intervention and progressive discipline, 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 physiological harm to someone else. The Superintendent or designee shall ensure that the parent(s)/guardian(s) of a student who engages in aggressive behavior are 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.

Delegation of Authority

Each teacher, and any other non-administrative 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, which is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certified 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 remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board of Education may suspend a student from riding the bus in excess of 10 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 and/or the Peoria Public Schools Calendar, including the District disciplinary policies and rules, shall be discussed and distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
Pro-Children Act of 1994, 20 U.S.C. §6081.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.35, 5/10-21.7, 5/10-21.10,
5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, and 5/31-3.
23 Ill. Admin. Code §§1.210 and 1.280.

CROSS REF.: 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 8:30 (Conduct on School Property)

ADOPTED: August 1, 2005

REVISED: September 6, 2005
October 11, 2005
August 21, 2006
April 12, 2010
August 11, 2014

Student Discipline

Administrative Procedure

The Board of Education recognizes that exclusion from the educational programs of the District, whether by suspension or expulsion, is a serious sanction. These procedures will provide the student the appropriate due process as required by State and federal law.

Suspensions

"Suspension" shall be the short-term removal (not more than ten consecutive (10) school days) of a student from a regular District program and loss of access to any school activity for disciplinary reasons, whether conducted on or off District property, or to school property during the period of suspension.

A student may be given a short-term suspension of up to ten (10) consecutive school days by the Superintendent, principal, assistant principal, or dean of students for each act of misconduct in violation of the disciplinary code of conduct, if so warranted.

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

1. When reasonable, before a student may be suspended, the student shall be provided a conference during which the charges will be explained and the student will be given an opportunity to respond to the charges.
2. However, a pre-suspension conference is not required and the student can be immediately suspended when, in the judgment of the responsible administrator, 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. The administration will make every reasonable effort to contact the student's parent(s)/guardian(s) and report the student's suspension. A written notice of the suspension shall state the behavior that resulted in the suspension, including any school rule that was violated, and a notice to the parent(s)/guardian(s) of their right to a review of the suspension.
4. Upon written request of the parent(s)/guardian(s), a review of the suspension shall be conducted by a hearing officer appointed by the Board. The student will serve the suspension as prescribed during the suspension review process. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the hearing officer, may be represented by counsel, and may present any evidence on their behalf or question the administration regarding any of their evidence. After receipt of the hearing officer's report, the Board shall take such action as it finds appropriate.
5. After the student has served the term of his/her suspension, the administration shall attempt to schedule a reintegration meeting with the student and parent(s)/guardian(s) prior to the student returning to school. At the reintegration meeting, when deemed appropriate, the administration, student and parent(s) will develop strategies to ensure that the student is supported in his/her transition back into the classroom. These strategies may include, but are not limited to: student behavior contract; direct counseling services from the building social worker, school counselor or the buildings principal's designee; and student mediation.

Expulsions

"Expulsion" shall be the long-term exclusion or permanent exclusion by the Board of a student from the schools of this District for a period in excess of ten (10) days but not to exceed two (2) calendar years as determined by the Board on a case by case basis. The Superintendent or designee may recommend and the Board may expel a student from school for gross disobedience or misconduct. In all cases, appropriate due process rights will be observed.

Only the Board of Education has the authority to expel students. Such exclusion includes access to any school activity, whether conducted on or off District property, and to any District property. A student may be expelled for gross disobedience or misconduct as defined and described in Board Policy [insert number for discipline policy]. When a student is culpable of gross disobedience or misconduct, the District shall make every reasonable effort to notify the student's parents/guardian of the misconduct immediately or, when reasonably practicable.

Parents/guardians will receive written notice by registered or certified mail of the date, time and place of the expulsion hearing, the reasons for the expulsion referral and the date any subsequent expulsion would take effect.

Student Disciplinary Code – Violations

In an attempt to insure the consistency, fairness, and effectiveness of its student discipline policies, the District will catalogue each violation of established student conduct according to 2 separate levels. Level I violations are to be handled by the classroom teacher. All Level II violations will require building level administrative action. Each violation presented as Level II can result in consequences as noted.

Level I violations: Level I violations to established student conduct policies are to be addressed by the teacher and/or staff member responsible for the student as soon as possible. Consequences for Level I violations- may include, but are not limited to:

Warning	Parent Contact (phone/written/electronic)
Teacher Addressing Violation Verbally	Conference with Student
Detention	Conference/Contract with Parent
Isolate from Class/Peers	Loss of Privileges
Referral to Target Team	Referral to School Counselor/Counseling Team
Referral to Special Education Personnel	

Each teacher identifies classroom procedures and expected classroom behavior based on what is appropriate for the school, and the age and grade level of students. Level I violations should be handled by the teacher, and may require parental notification. Repeated or extreme Level I violations can be elevated to Level II consequences at the discretion of the school administration.

Level II violations: Level II violations are those disciplinary behavior violations that are addressed by the administration. Consequences for Level II violations– might include but are not limited to:

Warning	Parent Contact
Isolation from Peers	Referral to Target Team
Referral to School Counselor/Counseling Team	Referral to Special Education Personnel
Conference/Contract with Parent	Saturday School
Loss of Privileges	Detention
In-School Interventions	Alternatives to Suspension
Out-of School Suspension (exclusion from school not to exceed ten consecutive (10) days).	
Expulsion	

Level I Behavior violations might include, but are not limited to:

- Inappropriate physical contact - Minor, but inappropriate physical contact (horseplay).
- Defiance/disrespect/non-compliance - Failure to respond to adult requests.
- Disruption - Inappropriate disruptions.
- Inappropriate verbal language
- Misuse of Property

The administration has the sole discretion to determine the severity of student misconduct.

Any other minor problem behaviors that do not fall within the above categories (sleeping in class, not working in class, eating and drinking outside of the cafeteria, chewing gum, or lack of required materials for class, etc.).

Consequences:

Elementary	Middle School	High School
Teacher Initiates Use of Various Classroom Consequences or Interventions (See Level 1 Violations Above), Multiple Violations Classroom Consequences - Referred to School Administration	Teacher Initiates Use of Various Classroom Consequences or Interventions (See Level 1 Violations Above), Multiple Violations Classroom Consequences - Referred to School Administration	Teacher Initiates Use of Various Classroom Consequences or Interventions (See Level 1 Violations Above), Multiple Violations Classroom Consequences - Referred to School Administration

Level II Behavior violations might include, but are not limited to:

(1.) Use, Possessing, Distributing, Purchasing, or Selling of Tobacco Products

Consequences:

Elementary	Middle School	High School
In-school disciplinary action up to 1 day Out of School Suspension.	Alternative to Suspension for first violation. Up to 3 days Out of School Suspension for each subsequent violation.	Alternative to Suspension for first violation. Up to 3 days Out of School Suspension for each subsequent violation.

(2.) Using, Possessing, Distributing, Purchasing, Selling and/or Under the Influence of Alcohol

Consequences:

Elementary	Middle School	High School
Out of School Suspension up to 10 days. Confiscate substance. If illegal activity is implicated, law enforcement will be called. If student qualifies the PACES Abeyance Program will be offered and expulsion avoided. If student does not qualify recommendation for expulsion will occur.	Out of School Suspension up to 10 days. Confiscate substance. If illegal activity is implicated, law enforcement will be called. If student qualifies the PACES Abeyance Program will be offered and expulsion avoided. If student does not qualify recommendation for expulsion will occur.	Out of School Suspension up to 10 days. Confiscate substance. If illegal activity is implicated, law enforcement will be called. If student qualifies the PACES Abeyance Program will be offered and expulsion avoided. If student does not qualify recommendation for expulsion will occur.

(3.) Using, Possessing, Distributing, Purchasing, Selling and/or Under the Influence of any a) any illegal drug, controlled substance, cannabis, and or residue; b) any steroid not administered under a physician’s care and supervision; c) Any prescription drug that is not possessed and administered

according to District policy and administrative procedure 7:270.; d) any substance that is huffed, ingested, or absorbed for a mental ‘high’ or euphoric effect; e) look-alike or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (1) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (2) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance; f) drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Consequences:

Elementary	Middle School	High School
Out of School Suspension up to 10 days. Confiscate substance. If illegal activity is implicated, law enforcement will be called. If student qualifies the PACES Abeyance Program will be offered and expulsion avoided. If student does not qualify recommendation for expulsion will occur.	Out of School Suspension up to 10 days. Confiscate substance. If illegal activity is implicated, law enforcement will be called. If student qualifies the PACES Abeyance Program will be offered and expulsion avoided. If student does not qualify recommendation for expulsion will occur.	OSS up to 10 days. Confiscate substance. If illegal activity is implicated, law enforcement will be called. If student qualifies the PACES Abeyance Program will be offered and expulsion avoided. If student does not qualify recommendation for expulsion will occur.

(4.) Using, possessing, controlling, or transferring a weapon or ammunition in violation of the “weapons” section of the policy.

Consequences:

Elementary	Middle School	High School
Confiscate weapon. Out of School Suspension - Law enforcement will be called. Expulsion for at least one calendar year, but no more than two calendar years.	Confiscate weapon. Out of School Suspension - Law enforcement will be called. Expulsion for at least one calendar year, but no more than two calendar years.	Confiscate weapon. Out of School Suspension - Law enforcement will be called. Expulsion for at least one calendar year, but no more than two calendar years.

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 which bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

- A. A firearm, defined as 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 Illinois Criminal Code of 1991.
- B. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any object that is used or attempted to be used to cause bodily harm, including look-alikes of any of the firearms as defined in paragraph (A) above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in

theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

**(5) Violations of the cellular phone and electronic devices policy; and/or
(6.) Using or possessing a laser pointer.**

Consequences:

Elementary	Middle School	High School
Confiscation of the device. Parents required to report to school to pick up the electronic device. Repeated violations require parent to pick up the electronic device and may result In-school Level I disciplinary action.	Confiscation of the device. Parents required to report to school to pick up the electronic device. Repeated violations require parent to pick up the electronic device and may result In-school Level I disciplinary action.	Confiscation of the device. Parents required to report to school to pick up the electronic device. Repeated violations require parent to pick up the electronic device and may result In-school Level I disciplinary action.

5(a) Sexting and Cyberbullying.

“Sexting”; defined as sending, forwarding, displaying, possessing, sharing, retaining, storing or posting sexually explicit, lewd, indecent, or pornographic photographs or messages, including text, audio, video and image media, by or on a cell phone, computer, or other electronic means including an electronic storage site on the internet, including but not limited to social networking sites.

Cyberbullying includes the use of electronic information and communication devices, including but not limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and social networks or other websites to bully another student or students. Students who engage in cyberbullying shall be subject to discipline if such conduct occurs on School District property or at a School District event, if the electronic information was created or received on School District property. Students who engage in cyberbullying may be subject to discipline if the conduct has the effect of substantially disrupting the orderly operation of the school, or otherwise has a nexus to school activity.

Consequences:

Elementary	Middle School	High School
Out of School Suspension up to 10 days with Alternative Probation or Expulsion	Out of School Suspension up to 10 days with Alternative Probation or Expulsion	Out of School Suspension up to 10 days with Alternative Probation or Expulsion

Improper use of District-technology/equipment.

Consequences:

Elementary	Middle School	High School
Loss of computer privileges ranging from one day to a full year depending on the severity and nature of the violation.	Loss of computer privileges ranging from one day to a full year depending on the severity and nature of the violation.	Loss of computer privileges ranging from one day to a full year depending on the severity and nature of the violation.

(7.) Insubordination: Disobeying rules of student conduct or directives from staff members or school officials.

Consequences:

Elementary	Middle School	High School
Multiple Level I Violations = In-school disciplinary action. Level II violations = In-school disciplinary action measures for most infractions and up to 3 days Out of School Suspension for repeated or serious infractions.	Multiple Level I Violations = In-school disciplinary action. Level II violations = Alternatives to Suspension up to 3 days Out of School Suspension. Repeated or serious violations may result in long-term suspension.	Multiple Level I Violations = In-school disciplinary action. Level II violations = Alternatives to Suspension up to 5 days Out of School Suspension. Repeated or serious violations may result in long-term suspension.

(8.) Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.

Students shall not engage in any act of deception or falsification of work product.

Consequences: “Included are the perpetrators of this rule violation as well as any students aiding in the performance of the violation”

Elementary	Middle School	High School
In-school disciplinary action measures for most infractions and up to 3 days Out of School Suspension for repeated or serious infractions.	In-school disciplinary action measures or Alternatives to Suspension up to 5 days Out of School Suspension. (Included is failure of assignment or project in question.)	In-school disciplinary action measures or Alternatives to Suspension up to 5 days Out of School Suspension. (Included is failure of assignment or project in question.)

(9.) Engaging in any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct.

Consequences:

Elementary	Middle School	High School
Alternatives to Suspension up to 10 days Out of School Suspension, depending on the severity of the action. Possible Alternative Probation. Possible Expulsion	Alternatives to Suspension up to 10 days Out of School Suspension, depending on the severity of the action. Possible Alternative Probation. Possible Expulsion	Alternatives to Suspension up to 10 days Out of School Suspension, depending on the severity of the action. Possible Alternative Probation. Possible Expulsion

Students shall not intentionally or unintentionally physically assault causing injury, physical or psychological, to any student, school personnel or other adult, while at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel.

Consequences:

Elementary	Middle School	High School
10 days Out of School Suspension. Possible Alternative Probation (Unintentional) Recommend Expulsion (Intentional)	10 days Out of School Suspension. Possible Alternative Probation (Unintentional) Recommend Expulsion (Intentional)	10 days Out of School Suspension. Possible Alternative Probation (Unintentional) Recommend Expulsion (Intentional)

(10.) Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property or in possession of stolen property.***Consequences:***

Elementary	Middle School	High School
In-school disciplinary action measures up to 10 days Out of School Suspension, possible Expulsion Depending on the Severity of the Incident. Law Enforcement may be called. Restitution may be required.	In-school disciplinary action measures up to 10 days Out of School Suspension, possible Expulsion Depending on the Severity of the Incident. Law Enforcement may be called. Restitution may be required.	In-school disciplinary action measures up to 10 days Out of School Suspension, possible Expulsion Depending on the Severity of the Incident. Law Enforcement may be called. Restitution may be required.

(11.) Being absent without a recognized excuse. Students shall follow State and School Board Policy 7:70 & 7:70 AP attendance guidelines and attend classes in a timely and regular fashion.***Consequences:***

Elementary	Middle School	High School
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Consult Board policy 7:70 AP for consequences and procedures to be followed at all levels.

Student cuts class but remains in the building.

Consequences:

Elementary	Middle School	High School
In-school disciplinary action → Alternatives to Suspension	In-school disciplinary action → Alternatives to Suspension	In-school disciplinary action → Alternatives to Suspension

Student cuts class(s) and leaves school without permission.

Consequences:

Elementary	Middle School	High School
“Student Absence is Marked as Unexcused” Campus Police Notified, Alternatives to Suspension	Campus Police Notified, → Alternatives to Suspension → Multiple Offenses Out of School Suspension up to 2 days.	Campus Police Notified, → Alternatives to Suspension → Multiple Offenses Out of School Suspension up to 3 days.

(12.) Being involved with any public school fraternity, sorority, or secret society.***Consequences:***

Elementary	Middle School	High School
In-school disciplinary action	In-school disciplinary action	In-school disciplinary action

(13.) Being involved in gangs or gang-related activities***Consequences:***

Elementary	Middle School	High School
Inform Campus Police - First Offense: Warning or In School Disciplinary or Out of School Suspension up to 3 days with possible Alternative Probation,	Inform Campus Police - First Offense: Warning or In School Disciplinary or Out of School Suspension up to 3 days with possible Alternative Probation,	Inform Campus Police - First Offense: Warning or In School Disciplinary or Out of School Suspension up to 3 days with possible Alternative Probation,

Depending on the Severity of the Incident. Second Offense: Recommended Expulsion	Depending on the Severity of the Incident. Second Offense: Recommended Expulsion	Depending on the Severity of the Incident. Second Offense: Recommended Expulsion
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(14.) Actions that would violating any criminal law, such as, but not limited to, assault, battery, arson, theft, gambling, and hazing, reckless conduct, conspiracy to commit, and/ or aiding others in the commission of a crime.

Consequences:

Elementary	Middle School	High School
Campus Police Notified - Out of School Suspension up to 10 days, Possible Alternative Probation, Possible Expulsion. (Restitution may be required.)	Campus Police Notified - Out of School Suspension up to 10 days, Possible Alternative Probation, Possible Expulsion. (Restitution may be required.)	Campus Police Notified - Out of School Suspension up to 10 days, Possible Alternative Probation, Possible Expulsion. (Restitution may be required.)

Unjustified Activation of a Fire or Other Alarm System –

Consequences:

Elementary	Middle School	High School
Campus Police Notified - Out of School Suspension up to 10 days, Possible Alternative Probation, Possible Expulsion.	Campus Police Notified - Out of School Suspension up to 10 days, Possible Alternative Probation, Possible Expulsion.	Campus Police Notified - Out of School Suspension up to 10 days, Possible Alternative Probation, Possible Expulsion.

Gambling –

Consequences:

Elementary	Middle School	High School
In-school disciplinary action up to 1 day Out of School Suspension. Campus Police may be notified. (Materials Confiscated)	Alternatives to Suspension up to 3 days Out of School Suspension. Campus Police may be notified. (Materials Confiscated)	Alternatives to Suspension up to 5 days Out of School Suspension. Campus Police are to be notified. (Materials Confiscated)

Trespassing –

Consequences:

Elementary	Middle School	High School
In-school disciplinary action up to 1 day Out of School Suspension.	Campus Police may be notified. Up to 3 days Out of School Suspension.	Campus Police may be notified. Up to 5 days Out of School Suspension.

Vandalism –

Consequences:

Elementary	Middle School	High School
In-school disciplinary action, Alternative to Suspension, up to 3 days Out of School Suspension. (Possible Restitution)	Campus Police may be called. Up to 3 days Out of School Suspension.	Campus Police may be called. Up to 5 days Out of School Suspension.

Vehicular Reckless Conduct

Consequences:

Elementary	Middle School	High School
Campus Police Notified. Alternative to Suspension In School Disciplinary Action. Possible Out of School Suspension.	Campus Police Notified. Alternative to Suspension, or In School Disciplinary Action, or Out of School Suspension up to 5 days.	Campus Police Notified. School (Driving Privileges Revoked and/or Suspended.) Alternative to Suspension, or In School Disciplinary Action, or Out of School Suspension up to 10 days. (Possible Alternative Probation or Expulsion.)

(15.) Engaging in any activity, on or off campus, that: (a) poses a threat or danger to the safety of other students, staff, or school property; (b) constitutes an interference with school purposes or an educational function; or (c) is disruptive to the school environment.

Consequences:

To be determined by the administration in accordance with the Policy 7:190 and these administrative procedures.

(16.) Failing to comply with the mandatory uniform policy or the dress code. See Policy 7:160)

Consequences:

Elementary	Middle School
Warning (Parent Contact) → In-School Discipline → Alternatives to Suspensions (Parent Contact)	Warning (Parent Contact) → In-School Discipline → Alternatives to Suspensions (Parent Contact)

High School
<p><i>1st Offense:</i> The student will be asked to remove the offending item, if possible, and warned that future violations will result in further disciplinary action. The parent of the student will be called and informed of the violation. If the student cannot remove the offending item, District 150 will provide a cover up and/or give the parent an opportunity to bring proper clothing to school. The student will have the opportunity to talk to a dean or counselor confidentially about why they are unable to comply with the dress code.</p> <p><i>2nd Offense:</i> Administrative Detention, accumulation of demerits, call home to parents.</p> <p><i>3rd Offense:</i> Depending on the seriousness of the offense, the punishment will range from Administrative Detention, Saturday Detention or possible suspension up to 2 days, either in school or out of school. Additionally, the parents will be called and told to take the student home to change clothing and return. Attendance at a dress for success workshop may be required.</p> <p><i>4th Offense:</i> The student will be prohibited from attending school unless a school uniform of khaki pants and a white polo shirt is worn for the remainder of the grading period. The student returning to school at the start of the next quarter after a 4th offense dress code violation will be subject to a 4th offense penalty for any new dress code violations for the entirety of the school year.</p>

(17.) Indecent exposure of body, engaging in an act of sexual conduct with another, or sexual harassment.*Consequences:*

Elementary	Middle School	High School
Out of School Suspension up to 10 days with Alternative Probation or Expulsion	Out of School Suspension up to 10 days with Alternative Probation or Expulsion	Out of School Suspension up to 10 days with Alternative Probation or Expulsion

(18.) Accumulation of 100 or more demerits for violation of school rules after counseling and notice to the student and parents or guardians.*Consequences:*

Elementary	Middle School	High School
In School Disciplinary Action → Out of School Suspension up to 2 days	In School Disciplinary Action → Out of School Suspension up to 3 days	In School Disciplinary Action → Out of School Suspension up to 5 days

(19.) Accumulation of Four (4) Suspensions -*Consequences:*

Elementary	Middle School	High School
Alternative Probation or Expulsion	Alternative Probation or Expulsion	Alternative Probation or Expulsion

(20.) Gross disrespect, gross insubordination or gross verbal abuse of another*Consequences:*

Elementary	Middle School	High School
In-school disciplinary action → Alternative to Suspension. Repeated or serious violations up to 3 days Out of School Suspension.	In-school disciplinary action → Alternative to Suspension. Repeated or serious violations up to 5 days Out of School Suspension. (Possible Alternative Probation) → Expulsion	In-school disciplinary action → Alternative to Suspension. Repeated or serious violations up to 10 days Out of School Suspension. (Possible Alternative Probation) → Expulsion

(21.) Misrepresentation communicated to a teacher or staff member in verbal or written format such as forgery/falsifying information.*Consequences:*

Elementary	Middle School	High School
Alternative to Suspension → Out of School Suspension up to 2 days	Alternative to Suspension → Out of School Suspension up to 3 days	Alternative to Suspension → Out of School Suspension up to 5 days

STUDENTS ELIGIBLE FOR SPECIAL EDUCATION

When a disabled student has committed an act of gross disobedience or misconduct which could result in an out-of-school suspension or referral for expulsion, the District shall make every reasonable effort to notify the student's parents/guardian of the misconduct.

Suspensions

As a result of gross disobedience or misconduct, a special education student ordinarily may be suspended for up to ten (10) *consecutive* school days without constituting a change in placement regardless of whether or not the misconduct is related to their disability. However, any suspension beyond ten (10) *cumulative* school days will require additional procedural safeguards.

After a special education student is removed from his or her placement for 10 cumulative school days in a year, for any subsequent removal, the District shall provide services to the extent necessary to enable the child the opportunity to participate appropriately in the general curriculum and advance appropriately toward achieving IEP goals as determined by the student's teacher and authorized administrator. In addition the District will comply with federal and state legal requirements regarding manifestation determination reviews and review, revision or development of a behavior intervention plan.

Interim Alternative Educational Setting

If a student carries or possesses a weapon to/at school or school premises or at a school function, knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function, or inflicts serious bodily injury upon another person while at school, on school premises or at a school function, school personnel are specifically authorized to place the student in an appropriate interim alternative educational setting or another setting for up to forty-five (45) school days without regard to whether the conduct was a manifestation of the student's disability.

Manifestation Determination Review

If a student with disabilities reaches ten (10) school days of suspension, the IEP team or Section 504 team must convene, within ten (10) days an IEP or Section 504 meeting and conduct a review to determine the relationship, if any, between the student's disability and the conduct subject to the disciplinary action. The student's conduct will be considered a manifestation of the student's disability if the team determines that:

1. The conduct in question was caused by or had a direct and substantial relationship to the student's disability; **OR**
2. The conduct in question was the direct result of the school district's failure to implement the IEP/504 Plan.

If the student's conduct is a manifestation of the student's disability, the IEP/Section 504 team must consider the appropriateness of the student's current educational placement. The student may be returned to his/her current placement with modifications to the IEP/Section 504 document or behavior intervention plan or the team may consider alternative placements. If the student does not have a behavior intervention plan in place, a functional behavioral analysis of the student will be conducted and a behavior intervention plan developed.

If the student's conduct is not a manifestation of the student's disability, the student may be disciplined under the District's discipline policy for regular education students. Disciplinary action taken against the student may include but not be limited to:

1. Notifying parents/guardians.

2. Disciplinary conference.
3. Withholding of privileges.
4. Seizure of contraband.
5. Temporary removal from the classroom.
6. Detention/Saturday School.
7. In-school suspension. Student is removed from his/her classroom to another room in the school. The Building Principal or designee shall ensure that the student is properly supervised.
8. Suspension from school and all school activities for up to 10 consecutive school days, provided that appropriate procedures are followed. A suspended student is prohibited from being on school grounds and school related and/or sponsored events.
9. Suspension of bus riding privileges.
10. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds and school related and/or sponsored events.
11. Notifying juvenile authorities or other law enforcement whenever the conduct involves potential criminal offenses.
12. Community service with local public and nonprofit agencies that enhance 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(s)/guardian(s) the choice.

Expulsions

If the IEP/Section 504 team determines that the student's misconduct was a manifestation of the student's disability, the student cannot be expelled. If the IEP/Section 504 team determines that the misconduct was *not* a manifestation of the student's disability, the student may be referred to the Board of Education for an expulsion hearing, but must be provided a free and appropriate public education during any subsequent period of expulsion. The extent of those services will be determined by that student's IEP/Section 504 team.

If a special education student is referred to the Board of Education for expulsion proceedings, the procedures outlined in Board Policy 7:190 shall be followed.

Notification & Data Collection Requirement

The principal and staff of each school will develop a procedure that will provide each student with the provisions of this Administrative Procedure as well as the rules and regulations specific to the school.

The Administration will collect and analyze student disciplinary data in order to assure the consistency, fairness and effectiveness of the disciplinary actions. The Superintendent or their designee(s), will report this data and analysis to the Board annually, along with recommendations for any policy modifications.

The Administration will take steps to familiarize all District students, parents, guardians, faculty and staff with the discipline policy.

ADOPTED:

STUDENTPACES Abeyance Program

1. When a student commits a drug and/or alcohol offense for which she/he may be recommended for expulsion under Board Policy, school administration is to proceed forward with a recommendation for expulsion with participation in the PACES Abeyance program being offered as an option if the following criteria are met.
 - a) The school administration feels that the PACES Abeyance program option is appropriate.
 - b) The student is eligible for participation in the PACES Abeyance Program.

NOTE: It should be fully explained to the parents and student that participation in the PACES Abeyance Program involves an informal expulsion hearing with the Director of Student Affairs.

2. Eligibility for the PACES Abeyance Program will be determined by the following:

The student has violated specific sections of Board Policy 7:190, Prohibited Student Conduct, number two (2) and/or number three (3). Rule 2 – references alcohol prohibitions while Rule 3 references drug prohibitions.

- a) Any illegal drug, controlled substance, cannabis (including marijuana and hashish) and/or residue.
 - b) Any anabolic steroid not administered under a physician's care and supervision.
 - c) Any prescription drug when not prescribed for the student by a licensed physician or when used in a manner inconsistent with the prescription or prescribing physician's instructions.
 - d) Look-alike or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
 - e) Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store or conceal cannabis or controlled substances.
3. No student who is charged with selling, distributing, or delivering drugs or alcohol may participate in the PACES Abeyance Program.
 4. The Office of Student Affairs will send a letter to the student's parent/guardian(s) informing them of the recommended expulsion and the date and time for a conference explaining the PACES Abeyance Program. A copy of the Board Policy 7:190 should be enclosed with the letter.
 5. A student may be given the opportunity to participate in the PACES Abeyance Program twice while attending school in grades K-6th. The student may again participate in the PACES Abeyance Program twice while attending grades 7th-12th.
 6. A student who enters into the PACES Abeyance Program who also participates in athletics and/or extra curricular competition is subject to the stipulations outlined in the Abeyance Agreement, school rules, the terms of the Extra Curricular Competition Code, and IHSA rules and regulations.

7. The expulsion period for a student that is offered and accepts participation in the PACES Abeyance Program will be no less than two (2) complete semesters from the date of their rule violation..

Hearing Process

8. The PACES Abeyance Program, under Board Policy 7:190, will be explained to the student and parent/guardian(s) including the responsibilities of all parties to help insure the successful completion of the program. The PACES Abeyance Program Agreement will detail the offense(s) and conditions that must be met for the expulsion to be held in abeyance. When the student and parent/Guardian(s) sign the agreement, they will receive a copy of the school rules which, if broken, may result in revocation of the PACES Abeyance Agreement.
 - a) Participation in the PACES Abeyance Program will hold the expulsion in Abeyance.
 - b) If the PACES Abeyance Program is accepted, three copies of the PACES Abeyance Program Agreement shall be signed. Copies of the signed contract will be given to the student and parent/guardian(s) and the student's home school administration.
 - c) If the student and parent/guardian(s) choose not to accept the option of participating in the PACES Abeyance Program the Office of Student Affairs will proceed with scheduling a formal expulsion hearing to address the charges against the student.
9. The term of the mandated abeyance is the same as the Board assigned expulsion time period.
10. When the student successfully completes the PACES Abeyance Program provisions, the signed agreement and the letter recommending expulsion will be removed from the student's records and destroyed.

Revocation

11. If a student violates a school rule which may breach the terms of the PACES Abeyance Agreement the student shall be suspended from school for that infraction and the school administration shall notify the Director of Student Affairs by letter recommending revocation of the abeyance and proceed with the expulsion for the original infraction. The Director of Student Affairs will then recommend to the Board of Education that the Board impose expulsion for the original infraction and revoke the PACES Abeyance Agreement.

Intensive Abeyance

12. The District recognizes that students receiving substance education and/or treatment may relapse. Students who violate the terms of the PACES Abeyance Agreement due to a positive drug test or a second drug and/or alcohol offense may be placed on Intensive Abeyance based on the following conditions.
 - a) Enrollment is not automatic, only students that have shown progress in education and/or treatment and have otherwise complied with the PACES Abeyance Agreement will be considered.
 - b) The Director of Student Affairs will deem if the student is eligible for Intensive Abeyance.
 - c) The student will be required to enroll in and successfully complete a drug treatment program offered by a District 150 provider. Any costs that might be incurred must be paid by the student and their parent/guardian(s).

- d) The student will be subject to drug test at any time for the remainder of the PACES Abeyance Agreement.
- e) The student and the Abeyance counselor will meet with each other a minimum of bi-weekly for the duration of the Abeyance Agreement.

Student

Administrator's Request for Alternative Placement

1. School administration may request alternative placement by submitting an Alternative Placement Request to the Director of Student Affairs no later than seven (7) days after an incident. The Alternative Placement Request will contain the reason(s) for the request and all intervention and support provided in the current placement.
2. Students enrolling from the Department of Corrections, Peoria County Juvenile Detention Center, or an Alternative Placement may be appropriate for this process.
3. An Alternative Placement Review meeting conducted by the Director of Student Affairs will include the parent/guardian(s), student, school administrator, and alternative placement administration if appropriate. The purpose of the meeting is to:
 - Review progress in current placement.
 - Review interventions and support provided including results.
 - Review "Request for Alternative Placement Request Form".
4. A decision will be made by the Director of Student Affairs to transfer the student to an alternative placement on a space available basis or return student to the home school. Under law, school administration has the right to assign placement for students.

Adopted: August 21, 2006

SCHOOL BUS MISCONDUCT

Peoria School District 150 has developed a strict district-wide zero tolerance program to ensure safe and appropriate behavior. Unsafe or inappropriate conduct while traveling to and from the bus stop, or at a bus stops or while riding the bus may result in disciplinary action.

The strength of this program is drawn from the consistent application and enforcement of the program at all levels. The success of the zero tolerance program relies on swift intervention by the drivers, monitors, the transportation department, school administrators and parents alike. The bus driver will refer student misconduct to the Principal, who will then discuss the matter with the student. Appropriate warning or bus suspension will be communicated to the student in person and to the parent or guardian by telephone and/or in writing. Students have the privilege of riding district transportation, however, when a student fails to practice safe and proper conduct, the privilege may be suspended.

Students who are transported on buses, or other vehicles provided by the district are under the authority of the driver who is operating the vehicle. Students are also required to follow district policies, regulations and rules while being transported. Parents are requested to review transportation rules with students and encourage appropriate behavior. Drivers have the authority and the responsibility to stop a bus or proceed to campus, if in the driver's opinion, student(s)' behavior has impaired his or her ability to safely operate the bus.

Buses can sometimes be delayed due to traffic conditions, street construction or bus mechanical problems. Children are advised to be at the bus stop no more than 10 and no less than 5 minutes before their scheduled pickup time.

SPECIFIC RULES

The following specific rules must be followed on all district vehicles:

1. Obey the driver/monitor at all times.
2. All students must ride their assigned bus to and from their assigned stop only. If you wish your child to ride a different bus or get off at a different stop, it is necessary that the school office receive and approve, a signed and dated note from a parent or guardian, otherwise neither the teacher nor the bus driver will allow your child to take a different bus.
3. Remain properly seated (facing forward, feet towards the floor and out of the aisle, back against the seat back) until the bus or vehicle has completely stopped and the door has been opened.
4. Keep the aisles clear: no feet, bags or musical instruments are allowed in the aisles. Backpacks must be held in laps.
5. Keep hands, arms, feet, legs and head inside the vehicle.
6. Keep windows up at all times unless instructed otherwise by the driver.
7. Do not throw anything at the bus, inside the bus or from the bus.
8. No eating, drinking or chewing gum allowed on school buses.
9. Maintain orderly conduct at bus stops or other designated loading/unloading spots.
10. Weapons, tobacco, alcohol, drugs, laser pointers, balloons of any kind and skateboards are prohibited.
11. Glass items, large items or sharp objects are not to be transported on school buses.
12. Animals and insects are not allowed on school buses. If these are needed for class purposes, it is recommended that parents transport them to and from school.

13. No headphones of any kind are allowed to be used while on the bus. No cell phones, cameras or MP3-type players may be used or out of backpacks at anytime on the bus. These items may be confiscated if seen. The District will not investigate if these types of items become lost or stolen.
14. No verbal or visual profanity, no gang signing and no screaming while on the bus. Talk quietly or in a normal indoor conversational voice at all times.
15. No perfumes, hairsprays, colognes, fragranced items or other aerosols may be sprayed on the bus or immediately before boarding the bus due to potential for serious respiratory reaction by others.
16. Parents and other non-PSD 150 students are prohibited from entering the bus.
17. All athletic-type balls must be transported in a backpack or athletic-type bag.

Violations of bus rider rules have been divided into Level I, Level II, and level III behaviors. Following are listing of violations with their resulting consequences.

Level I Violations:

- Failure to remain properly seated
- Loud disruptive talking or yelling
- Failure to take assigned seat
- Eating/drinking/chewing gum on bus
- Bothering other passengers
- Throwing objects on the bus
- Crossing behind the bus
- Continuously late to bus stop

Consequences:

Elementary	Middle School	High School
<p>First Offense</p> <ul style="list-style-type: none"> • Conference with student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • 3-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fourth Offense</p> <ul style="list-style-type: none"> • 7-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fifth Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Sixth Offense</p>	<p>First Offense</p> <ul style="list-style-type: none"> • Conference with student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • 3-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fourth Offense</p> <ul style="list-style-type: none"> • 7-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fifth Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Sixth Offense</p>	<p>First Offense</p> <ul style="list-style-type: none"> • Conference with student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • 3-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fourth Offense</p> <ul style="list-style-type: none"> • 7-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fifth Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Sixth Offense</p>

<ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Parent signs/returns form 	<ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Parent signs/returns form 	<ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Parent signs/returns form
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Level II Violations:

- Profanity, obscene language or gestures
- Extending head or arm out of bus window
- Vandalizing district property
- Verbal abuse of another student
- Defiant behavior shown to bus driver or monitor
- Spitting on the bus
- Throwing objects at the bus driver or monitor

Consequences:

Elementary	Middle School	High School
<p>First Offense</p> <ul style="list-style-type: none"> • 5-day suspension of bus riding privileges • Conference with student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • 10-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fourth Offense</p> <ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Parent signs/returns form 	<p>First Offense</p> <ul style="list-style-type: none"> • 5-day suspension of bus riding privileges • Conference with student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • 10-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fourth Offense</p> <ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Parent signs/returns form 	<p>First Offense</p> <ul style="list-style-type: none"> • 5-day suspension of bus riding privileges • Conference with student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • 10-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Conference with parent and student • Parent signs/returns form <p>Fourth Offense</p> <ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Parent signs/returns form

Level III Violations:

- Lighting matches/lighter on bus
- Throwing objects from the bus
- Verbal abuse of, or physical assault on driver or assistant

- Igniting firework on bus
- Smoking on bus
- Activating or tampering with emergency equipment
- Weapon, simulated weapon, firearm, destructive device or dangerous instrument on bus or at stop
- Physical assault on student

Consequences:

Elementary	Middle School	High School
<p>First Offense</p> <ul style="list-style-type: none"> • 10-day suspension of bus riding privileges • Other district/legal action as deemed appropriate • Conference with parent and student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Other district/legal action as deemed appropriate • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Other district/legal action as deemed appropriate • Parent signs/returns form 	<p>First Offense</p> <ul style="list-style-type: none"> • 10-day suspension of bus riding privileges • Other district/legal action as deemed appropriate • Conference with parent and student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Other district/legal action as deemed appropriate • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Other district/legal action as deemed appropriate • Parent signs/returns form 	<p>First Offense</p> <ul style="list-style-type: none"> • 10-day suspension of bus riding privileges • Other district/legal action as deemed appropriate • Conference with parent and student • Parent signs/returns form <p>Second Offense</p> <ul style="list-style-type: none"> • 30-day suspension of bus riding privileges • Other district/legal action as deemed appropriate • Conference with parent and student • Parent signs/returns form <p>Third Offense</p> <ul style="list-style-type: none"> • Suspension of bus riding privileges for remainder of school year • Other district/legal action as deemed appropriate • Parent signs/returns form

LIABILITY FOR DAMAGE TO A DISTRICT VEHICLE

Students who cut, deface or otherwise damage a school vehicle may be denied transportation privileges and/or subject to school disciplinary consequences. Parents are liable for damage done to school property by their children and they will be charged for the cost of such damage.

DISCIPLINARY ACTION FOR VIOLATION OF TRANSPORTATION RULES

In emergency situations, or for serious violations, transportation privileges may be revoked without prior notice. Suspension of transportation privileges for up to one school year may be imposed at the Principal’s discretion.

PARENT’S RESPONSIBILITY TO TRANSPORT

The withdrawal of transportation privileges does not relieve parent(s) of the responsibility of sending the student to school. A parent’s inability to transport or arrange transportation for his/her child will not be considered as a basis for revoking a suspension.

Students

Suspension Procedures

The following are suspension procedures:

1. Before suspension, the student shall be provided a conference during which the charges will be explained and the student will be given an opportunity to respond to the charges.
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. Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall state the reasons for the suspension, including any school rule which was violated, and a notice to the parent(s)/guardian(s) of their right to a review of the suspension. A copy of a notice shall be given to the Administration.
4. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted. A review of suspension must proceed according to Administrative Procedures.

LEGAL REF.: 105 ILCS 5/10-22.6(b).

Goss v. Lopez, 95 S.Ct. 729 (1975).

Sieck v. Oak Park River-Forest High School, 807 F.Supp. 73 (N.D. Ill., E.D., 1992).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline)

ADOPTED: August 1, 2005

REVISED: May 24, 2010

Students

Suspension Review

State statutes grant the parent/guardian(s) the right to a review of a suspension. The parent must request a conference within one week (7 calendar days) of the suspension date.

Upon parent/guardian(s) request for a Suspension Review the following procedures shall be followed:

- A. Parent/guardian(s) may write their statement of concern regarding the suspension or may request a Suspension Review Conference with the Director of Student Affairs.
- B. Upon request, the Director of Student Affairs will hold a Suspension Review Conference with the parent/guardian(s), student, and the student's witnesses, if any, to hear their testimony. The Director of Student Affairs will complete Section I of the Student Affairs Suspension Review Conference Report.
- C. Rules listed below will be followed in the review conference:
 1. All review conferences shall be held at a place designated by the Director of Student Affairs.
 2. The conference shall be informal and the rules of evidence shall not apply to the review conference.
 3. At such a conference the parent/guardian(s), the student, and student's witnesses, if any, may appear to give their testimony.
 4. Testimony given by any person will be limited to five minutes. The Director of Student Affairs may extend this time.
- D. The Director of Student Affairs will forward the Suspension Review Conference Report to the administration of the suspending school to prepare a rebuttal to the parent/guardian(s)'s concerns in Section II of the Suspension Review Conference Report.
- E. The school administration's rebuttal shall be returned to the Director of Student Affairs no later than three (3) days after receiving the Suspension Review Conference Report.
- F. After receiving the rebuttal from the school, the Director of Student Affairs will complete Section III of the Suspension Review Conference Report. The Director will recommend to the Discipline Committee to rescind, affirm, or amend the suspension.

- G. The Suspension Review Conference Report will then be forwarded to the Board of Education Discipline Committee.
- H. When the Board of Education acts on the suspension review, the school principal will be notified of the suspension hearing results. The Director of Student Affairs will also send a letter with the hearing results to the parent/guardian(s). The decision of the Board of Education is final.

Adopted: August 21, 2006

Students

Alternative Probation Program

In the event a school principal recommends a student for expulsion and makes the additional recommendation that if expelled the student be placed on probation and such probation has been approved by the Superintendent or designee this policy shall be followed:

1. The school principal shall notify the student's parent(s) or guardian(s) of the expulsion recommendations, the availability of alternative probation and shall set up a conference with the principal, student and parent(s) or guardian(s). Such conference shall be held as soon as possible but no later than ten (10) school days after the cause of the expulsion recommendation.
Both the student and the school district may have an attorney present at the conference, but no other persons shall be present. All reference to school principal shall include his or her designate.
2. After explanation of the expulsion charge and the alternative probation program, if the student does not contest the expulsion charge and desires the alternative probation program the student, the student's parent(s) or guardian(s) and principal shall sign an agreement which shall in substance provide:
 - a. That the student does not contest the expulsion charge;
 - b. The term of probation; and
 - c. A waiver of notice and hearing on the expulsion charge in the event probation is found to be broken.
3. In the event the student does not wish to enter the alternative probation program, or fails to attend the conference, then a notice of expulsion shall be sent as provided in Board Policy 7:210.
4. In the event the student successfully completes the probation period, all records of the recommended expulsion and alternative probation shall be immediately removed from the student's records.
5. In the event the student violates a term of the Alternative Probation Program or commits a suspendable or expellable offense, probation may be terminated. The parents or guardians of a student whose probation is terminated shall be notified in writing and the right to a hearing and review shall be given in compliance with the rules relating to suspension.
6. If probation is terminated, the Board may expel the student for the balance of the probation period on the basis of the signed agreement described in paragraph two above. No notice or hearing as provided in Board Policy 7:210 shall be required to expel the student.

ADOPTED: September 19, 2005

Students

Expulsion Procedures

1. The Board of Education, or a hearing officer appointed by the Board of Education, shall conduct a hearing regarding any administrative recommendation for expulsion of a student consistent with this Policy and the administrative procedures developed by the Superintendent. Prior to any such hearing the Board President or Board appointed hearing officer shall provide the parent/guardian (or student if the student is age 18 or older) written notice of the date, time, place, and purpose of the hearing by certified mail, return receipt requested, requesting the appearance of the parent(s)/guardian(s) and the student. The written notice shall also include a description of the violation and the Board policy or policies violated.
2. At any expulsion hearing, the student and his or her parent(s)/guardian(s) may be represented by counsel, present witnesses, and other evidence and cross-examine witnesses on two issues: Did the student engage in gross disobedience or misconduct as alleged by the administration and, if so, what is the appropriate penalty.
3. If conducted by a Board appointed hearing officer, the hearing officer shall, after the conclusion of the hearing, prepare a written summary of the evidence presented and submit same to the Board of Education's discipline committee. After the conclusion of the hearing or receipt of the hearing officer's report, the Board shall take such action as it deems appropriate including upholding, modifying or reversing the administration's recommendation and may impose an expulsion for a maximum of two (2) calendar years or such longer time as authorized by the *School Code*.
4. In making its determination as to whether to uphold, modify or reverse the administration's recommendation the Board's determination shall be governed by the following:
 - a. the egregiousness of the student's conduct;
 - b. the history or record of the student's misconduct;
 - c. the likelihood that such conduct will affect the delivery of educational services to other children;
 - d. the severity of the punishment; and
 - e. the interests of the child.
5. The Superintendent is authorized to adopt administrative procedures to implement this Policy.

LEGAL REF.: 105 ILCS 5/10-22.6(a).
720 ILCS 570/102 et seq.

Goss v Lopez, 95 S.Ct. 729 (1975).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline)

ADOPTED: August 1, 2005

REVISED: July/2013

Students – Administrative Procedure

EXPULSION OF PUPILS

A student may be expelled from school in accordance with the provisions of the Illinois *School Code*, 105 ILCS 5/10-22.6 and Board of Education policy. The hearing process shall conform to the following procedures:

A. Pre-Hearing Procedure

1. An expulsion of a student from Peoria School District No. 150 may be initiated by a recommendation by a school principal to the superintendent. The school principal shall have conducted an appropriate investigation of the facts and circumstances prior to making an expulsion recommendation to the superintendent. If the superintendent concurs with the recommendation, the superintendent shall refer the matter to the President of the Board of Education or the Board's appointed hearing officer to schedule a hearing.
2. Upon a student's third suspension from school in one school year, the principal shall notify, in writing, the parents or guardians that if the student is again suspended in that school year the student may also be recommended to the superintendent for expulsion.
3. The Board President or Board appointed hearing officer shall provide written notice of the hearing to the parents/guardian by certified mail, return receipt requested, sent by the superintendent or designee and to the parents or guardians of the student requesting them and the pupil to appear at a hearing; in addition, the notice may also be delivered by personal service. The notice shall state the time, place, purpose of the hearing and a description of the violation and the Board policy or policies violated. The description of the violation will include the date(s) and place(s) of occurrence. The notice will advise that the pupil may have an attorney at the hearing at their own expense, may cross-examine any witness appearing, offer evidence, call witnesses and present a defense to the charge.
4. If the student recommended for expulsion is the subject of either an Individual Education Plan or Section 504 Plan the building administration shall conduct a meeting in conformance with federal and state law to determine if the student's gross disobedience or misconduct was a manifestation of the student's disability. The written report of the meeting shall be included as part of the administration's evidence at the expulsion hearing.
5. Either the administration or the parent/guardian may request from either the President of the Board of Education (if the hearing is conducted by the Board) or the Board appointed hearing officer a continuance of the scheduled hearing date for good cause.

Any continuance which is granted may be subject to appropriate conditions as determined by the President or the Board appointed hearing officer including, but not limited to, agreement of the parent/guardian to not have the student return to school until completion of the hearing process. Any request for a continuance must be in writing and received by the President or the Board's appointed hearing officer at least twenty-four hours before the scheduled hearing absent extraordinary circumstances.

6. If an attorney is representing the student, the attorney shall file his/her written appearance at least two (2) days prior to the hearing with the President (if the hearing is conducted by the Board) or the Board appointed hearing officer. The President or Board appointed hearing officer shall promptly provide a copy of the appearance to the Board's attorney. Failure to file such an appearance may result in the continuation of the hearing at the option of the President or Board appointed hearing officer upon such conditions as the President or hearing officer determine are appropriate.
7. If the hearing is conducted by a Board appointed hearing officer then the hearing officer shall conduct the hearing and may ask questions of the witnesses. The hearing officer may request the attendance and advice of the Board's attorneys. Upon completion of the hearing the hearing officer shall prepare a written summary of the evidence and provide said report to the Board of Education, administration and parent/guardian. The hearing officer shall also provide the Board with the audio tape of the hearing.

B. Hearing Procedure

1. Any expulsion hearing conducted by the Board shall be in closed session. If the hearing is conducted by a board appointed hearing officer the hearing shall be private. Attendance at the hearing shall be determined by the Board President (if the hearing is conducted by the Board) or the Board appointed hearing officer. Either party may request that any witnesses (other than the student or parent) only be present when actually testifying.
2. The parents/guardians of a student witness may be present if the student witness or the student's parent/guardian so requests and the student who is the subject of the hearing or his/her parent/guardian do not object.
3. A joint hearing regarding two (2) or more students charged with offenses committed at the same time and place are permitted at the discretion of the President (if the hearing is conducted by the Board) or Board appointed hearing officer and upon the agreement of the affected students' parent/guardian or other representative.
4. The expulsion hearing shall be held at the administration building or at such other site designated by the President (if the hearing is conducted by the Board) or board appointed hearing officer.

5. The testimony of each witness will be audio recorded and exhibits admitted into evidence shall be made a part of the hearing record. At the discretion of the President (if the hearing is conducted by the Board) or board appointed hearing officer the hearing may be either audio recorded or transcribed by a court reporter or both.
6. If the hearing is conducted by the Board the Board shall conduct the hearing in two separate parts. The first part shall be limited to evidence regarding whether the student engaged in gross disobedience or misconduct. If the Board informally determines that the student engaged in gross disobedience or misconduct it will then convene the second part of the hearing and receive evidence regarding the appropriate penalty including receiving the student's academic, behavioral and special education history. Upon completion of the hearing the Board President shall excuse the administration and parent/guardian and deliberate in closed session. The Board's final decision shall be made in open session but without disclosing the identity of the student.
7. If the hearing is conducted by a board appointed hearing officer, the hearing officer's report shall be divided into evidence on the separate issues of gross disobedience or misconduct and penalty and the Board shall only consider the evidence of the student's academic, behavioral and special education history in determining what penalty, if any, to apply.
8. The administration and parent/guardian may make a short opening statement to acquaint the Board or Board appointed hearing officer of the facts and to identify the witnesses who will be called to testify. In addition, each party may make a short closing argument at the conclusion of all of the evidence.
9. Evidence will be received as follows:
 - a. Both parties may present oral testimony and written documents. Each party, the hearing officer or members of the board (if the hearing is conducted by the Board) have the right to question any witness.
 - b. The hearing shall not be governed by the judicial rules of evidence but the President or Board appointed hearing officer may make determinations of what evidence is relevant and non-duplicative in ruling on any objections raised to admission of evidence or to limit testimony as the President or hearing officer determine appropriate. In addition, if conducted by a board appointed hearing officer, the hearing officer shall make any determinations of witness credibility in his/her report to the board.
 - c. A student witness may remain anonymous and provide an anonymous written offer of their testimony in lieu of their oral testimony at hearing only if the student provides the President (if the hearing is conducted by the Board) or Board appointed hearing officer with a sworn affidavit that the witness fears

retaliation if they were to testify and that the accused or others poses a threat to the safety of the student witness.

C. Post-hearing Procedure

1. Board appointed hearing officer:
 - a. The hearing officer shall prepare a written summary of the evidence and exhibits and provide said report to the Board President, the board's discipline committee and the administration's representative. No other evidence or information will be considered by the board or the discipline committee.
 - b. The discipline committee shall review the hearing officer's report and make a recommendation to the full Board as to whether the student engaged in gross disobedience or misconduct and, if so, what the penalty should be. The Board may discuss the discipline committee's recommendation and review the hearing officer's report, the evidence and exhibits in closed session.
2. Final Determination by the Board of Education.

The Board may take action as follows to uphold, reverse or modify the administration's recommendation as follows:

- a. Reverse the expulsion recommendation with immediate reinstatement. The pupil will be permitted to make up all work missed.
- b. Expulsion from school, including all school property or activities, for a definite period not to exceed two calendar years or the maximum permitted by state law. A student with an individual education plan shall be referred to the student's IEP team.
- c. Expulsion from school and allowed to attend at an alternate site or home school on Board Probation for a definite period not to exceed two calendar years or the maximum permitted by state law.
- d. Expel the student but hold the expulsion in abeyance subject to such conditions as the Board, in its sole discretion, determines to be appropriate.
- e. The Board's action shall be taken by written resolution a copy of which will be provided to the parent/guardian and to the administration.
- f. If expelled beyond the current semester, a student and their parent/guardian may submit a written petition to the Board for re-admittance only after the current semester has lapsed. The petition must give the reasons why the

expulsion should be modified. The petition shall be reviewed in executive session and the Board's decision and findings shall be made in public session.

3. Termination of Probation and or Abeyance

- a. A school principal or his designee may terminate the probation or abeyance of an expelled student if that student is again guilty of a Level II infraction as outlined in Administrative Procedure 7:190 during the probationary period or the period during which the expulsion is being held in abeyance.
- b. The parents or guardians of a student whose probation or abeyance is being terminated shall be notified in writing and the right to a hearing shall be given in compliance with the rules relating to suspension.
- c. Each termination of probation or abeyance shall be reported by the school principal to the Board for approval.

ADOPTED: October 11, 2005

REVISED: July/2013

Students

Bus Conduct

All students must follow the District's School Bus Safety Guidelines. Gross disobedience or misconduct providing grounds for suspension from riding the school bus includes:

1. Prohibited student conduct as defined in the Student Discipline policy.
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.

Use of Video Cameras on School Buses

Video cameras with audio capability may be used on school buses as necessary in order to monitor conduct and maintain a safe environment for students and employees. Notice of this policy shall be included in student handbooks, school calendars and other appropriate documents provided to student and their parents. Notice of video cameras with audio capabilities shall be clearly posted on the door of an inside of any school bus that has such a camera installed.

Recordings made pursuant to this policy shall be confidential records and may only be used by school officials, or their designees, and law enforcement personnel for investigations, school and employee disciplinary actions and hearings, proceedings under the Juvenile Court Act of 1987 and criminal prosecutions related to incidents occurring in or around the school bus.

If the content of a video tape becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

Discipline Procedure

The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, 34 C.F.R. Part 99. 105 ILCS 5/10-22.6 and 10/1 et seq.

CROSS REF.: 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:340 (Student Records)

ADOPTED: July 18, 2005

REVISED: March 17, 2008

STUDENTS

Bus Conduct

Use of Video Cameras on School Buses:

The content of the video/audio tapes are used to monitor conduct and maintain a safe environment for students and employees. Recordings are confidential records and may only be used by school officials and law enforcement for investigations, school disciplinary actions (including school employees), hearings, proceedings under the Juvenile Court Act of 1987, and criminal prosecution, related to incidents occurring in or around the school bus. Note the tape may be viewed regarding employee conduct.

The Transportation Director will be responsible for maintaining Video/Audio Equipment on all buses which will allow for one week recovery of saved recording.

Process to view recording:

- Building administrator or central office administrator makes the request for DVD to Director of Transportation
- The Director of Transportation or designee will set up a viewing time within 24 hours of the request
- Recording remains in the possession of the Director of Transportation or designee or the Chief of Campus Police or designee.

Required information in Student Handbook:

The content of the video/audio tapes are used to monitor conduct and maintain a safe environment for students and employees. Recordings are confidential records

This information should also appear in:

- The school calendar
- Parent newsletters
- Staff Newsletter
- Posting on buses both on the outside of the door and inside the bus: “THIS BUS RECORDS VIDEO AND AUDIO”

March 17, 2008

Students

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 members of the Individual Education Plan (IEP) Team shall develop a behavior intervention plan to address the behavioral problems of the student. At every IEP review, a copy of the behavior intervention plan/procedure shall be given to the parent(s)/guardian(s).

Discipline of Special Education Students

Special Education Students will be disciplined if they engage in any of the Prohibited Student Conduct listed in Board Policy 7:190. The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA-2004) and the Illinois State Board of Education's *Special Education rules* when disciplining students.

1. A special education student may be subjected to an out of school suspension for no more than 10 total school days in each school year. After 10 days of out of school suspension, the District must provide educational services in accordance with the IEP for any subsequent disciplinary periods.
2. After 10 days of out of school suspension in any school year, the District shall convene an IEP meeting to assess the current educational placement and behavior intervention plan.
3. A special education student who:
 - i) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
 - ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
 - iii) inflicts serious bodily injury upon another person while at school, on school premises, or at a school functionshall be placed in an appropriate interim alternative educational setting for no more than 45 school days. The interim alternative educational setting must implement the child's IEP. The length of time a student with a disability is placed in an alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.
4. No student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.: Individuals With Disabilities Education Act, 20 U.S.C. § 1412, 1413, and 1415
Gun-Free Schools Act, 20 U.S.C. § 3351 et seq.
34 C.F.R. §§ 300.101, 300.530-300.536
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill. Admin. Code §§ 226.40, 226.400(a), 226.410, 226.520, and 226.655.
Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130
(Student Rights and Responsibilities), 7:190 (Student Discipline), 7:200
(Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: July 18, 2005

REVISED: June 6, 2011

Students

Conduct Code for Participants in Extracurricular Activities

The High School Athletic Directors, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board policy and the rules adopted by any association in which the School District maintains a membership. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves at all times, including after school and on days when school is not in session, and whether on and off school property, as good citizens and exemplars of their school, and (2) notify participants that failure to abide by it could result in removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board of Education.

All coaches and sponsors of extracurricular activities shall annually review the rules of conduct with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs.

LEGAL REF.: Board of Education of Independent School Dist. No. 92 v. Earls et al., 122 S.Ct. 2559 (2002).
Clements v. Board of Education of Decatur, 478 N.E.2d 1209 (Ill. App. 4th Dist., 1985).
Kevin Jordan v. O'Fallon THSD 203, 706 N.E.2d 137 (Ill. App. 5th Dist., 1999).
Todd v. Rush County Schools, 133 F.3d 984 (7th Cir., 1998).
Veronica School Dist. 475 v. Acton, 515 U.S. 646 (1995).
105 ILCS 5/24-24

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:190 (Student Discipline), 7:300 (Extracurricular Athletics)

ADOPTED: July 18, 2005

REVISED: February 6, 2006

Students

Student Welfare Services

The following services are provided by the School District:

1. Health services supervised by a qualified nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease, including head lice (*Pediculus Humanus Capitis*).
2. Educational and psychological testing services and the services of a psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a social worker. A student's parent(s)/guardian(s) must consent to regular or continuing services from a social worker.
4. Guidance and counseling services.

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health problems that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such problems.

This policy shall be implemented in a manner consistent with state and Federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. et. seq.

Legal Ref.: Children's Mental Health Act of 2003, 405 ILCS 49/1 et seq.

CROSS REF.: 6:270 (Guidance and Counseling Program) 4:160 (Hazardous and Infectious Materials), 7:100 (Health Examinations, Immunizations, and Exclusion of Students), 7:280 (Communicable and Chronic Infectious Diseases)

ADOPTED: July 18, 2005

Students – Administrative Procedure
Administrative Procedure
Measures to Control the Spread of Head Lice at School

Actor	Action
School Nurse	<p>Involves parent organization in the development and implementation of programs regarding prevention and treatment</p> <ol style="list-style-type: none"> 1. Confidentiality requirements 2. Identification 3. Preventing transmission in classrooms 4. Precautions against self-contamination and cross-contamination, e.g., <ol style="list-style-type: none"> a. Carpets should be vacuumed frequently b. Cloth-covered stuffed animals, sleeping mats, pillows, sofas, and other stuffed furniture should be discouraged 5. Treatment and resources for treatment 6. Readmission requirements 7. Respect for sensitivity of students and parents/guardians regarding this condition
Parent/Guardian	<p>Assists in preventing and managing head lice outbreaks by regularly checking their children's hair and providing immediate treatment if lice are detected.</p> <ol style="list-style-type: none"> 1. Check your child's hair and scalp regularly for eggs; they look like tiny white or grayish grains stuck to the hair. Head lice like clean heads, too. 2. Do not allow your child to use other children's combs, brushes, hats, etc. 3. If you find your child does have head lice, please inform the school so other children in the class can be checked. 4. Purchase a medicated shampoo from the drug store or supermarket and follow the instructions for the entire family. 5. Hats, combs, brushes and bed linens should be cleaned thoroughly. After the medicated shampoo, you can loosen the eggs with a scalp rinse of vinegar, and then slide the eggs off the hair shaft with tweezers, a special fine tooth comb, or your fingernails.
Staff	<p>To prevent the spread of head lice infestations, report all suspected cases of head lice to the school nurse or designee as soon as possible.</p>
School Nurse	<p>Inspects the head of any student reasonably suspected of having head lice as soon as possible.</p> <p>Checks the siblings of any student with head lice and notifies other schools where siblings attend.</p> <p>Checks items the students comes in contact with for the presence of lice.</p> <p>Provides the student's parent(s)/guardian(s) with information regarding head lice treatment.</p> <p>If more than one student is affected in any class, examines all students in the class and provides information about head lice to all parents/guardians of students in the class.</p>
Building Principal	<p>If lice are found, excludes the student from attendance and informs the parents(s)/guardians about recommended treatment and procedures and sources of further information.</p>

Staff	Maintains the privacy of students identified as having head lice and excluded from attendance.
Parents/Guardians	Returns an excluded student to school by bringing a note verifying treatment.
School Nurse	Examines any excluded student and verifies to the Building Principal that all lice are gone so that student may return to room.
Building Principal	Notifies parent(s)/guardian(s) whose excluded student has not returned to school within 5 days of the following: School attendance laws Action that may be taken if absence continues Resources for treatment information

Adopted: September 15, 2008

Students

Exemption from Physical Activity

A child may be exempted from some or all physical activities when the appropriate excuses are submitted to the school by parent(s)/guardian(s) or by a person licensed under the Medical Practice Act.

Alternative activities and/or units of instruction will be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in the physical education courses.

LEGAL REF.: 105 ILCS 5/27-6.
23 Ill. Admin. Code § 1.420(p).

CROSS REF.: 6:60 (Curriculum Content)

ADOPTED: July 18, 2005

Students

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent(s)/guardian(s) believe that it is necessary for the student to take a medication during school hours, or school-related activities, the parent/guardian must request in writing that the school dispense the medication to the child/~~ward~~ and otherwise follow the District's procedures on dispensing medication. Under no circumstances shall teachers or other non-administrative school employees, except certified school nurses and non-certificated registered professional nurses, be required to administer medication to students.

No School District employee shall administer to any student, or supervise a student's self-administration of any prescription or non-prescription medication until the applicable medication authorization form is completed, signed and submitted by the student's parent(s)/guardian(s). No student shall 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 policy and its implementing procedures.

A student may possess an epinephrine auto-injector (EpiPen) and/or medication prescribed for asthma or life threatening allergic reactions for immediate use at the student's discretion, provided the student's parent(s)/guardian(s) and licensed prescriber have completed and signed a "School Medication Authorization Form." 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 or epinephrine auto-injector or the storage of any medication by school personnel. A student's Parent(s)/guardian(s) 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 auto-injector and/or medication or the storage of medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parent(s)/guardian(s) of students.

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.

ADOPTED: July 18, 2005

REVISED: June 4, 2007

Students – Administrative Procedure

Administering Medicines to Students

I. Definitions:

- A. Medication as used in this document, will refer to both prescription and non-prescription drugs.
- B. Licensed prescriber as defined in this document:
 - 1. Physician - A physician licensed to practice medicine in all of its branches including medical doctors and doctors of osteopathy.
 - 2. Dentist - A person licensed to practice dentistry in all of its branches.
 - 3. Podiatrist - A person licensed to practice podiatry.
- C. Prescription drugs - Drugs requiring a written order for dispensing, signed by a licensed prescriber.
- D. Non-prescription drugs - Medication that may be obtained over the counter without a prescription from a licensed prescriber.
- E. Long-term medication - Medication utilized for treatment of chronic illnesses, including both daily and PRN (as needed) medication.

II. Medications dispensed in the schools.

All medications dispensed in the schools shall be prescribed by an Illinois licensed prescriber. Students who require medication during the school day shall bring the medication to school following these guidelines.

- A. A written order for the medication must be obtained from the student's licensed prescriber. The order shall include possible side effects and other information recommended by the Illinois Department of Public Health and the Illinois State Board of Education. The written order will be placed in the pupil's file.
- B. Medication must be brought to the school in the original package or appropriately labeled container.
 - 1. Prescription drugs shall display:
 - Student's name
 - Prescription number
 - Medication name/dosage
 - Date and refill
 - Licensed prescriber's name
 - Administration route and/or other directions
 - Pharmacy name, address, and phone number
 - Name or initials of pharmacist
 - 2. Non-prescription drugs shall be brought to school and stored with the manufacturer's label indicating the ingredients and the student's name affixed to the container.
- C. The parent(s)/guardian(s) will be responsible at the end of the treatment regime for removing from the school any unused medication which was prescribed for their child. If the parent(s)/guardian(s) do not pick up the medication by the end of the school year, the school will discard the medication.

III. Student Medical Authorization.

A Medication Authorization Form shall be completed annually by the student's parent or guardian and physician and shall be kept on file at the school building which the child attends.

Students – Administrative Procedure

Administering Medicines to Students

- IV. Administration by School Personnel.
- A. Except for conditions covered by Section V, B, 1 – 4, of this procedure, all school medication shall be left with the school nurse during the school day. If there is no school nurse in the building, then the medication shall be left with the person designated by the Building Principal.
 - B. Except for conditions covered by Section V, B, 1 – 4, of this procedure, medications must be stored in a separate locked drawer or cabinet. Medications requiring refrigeration should be refrigerated in a secure area.
- V. Administration by Student
- A. A student may self-administer medication with parental consent and the School Medication Authorization Form on file with the Building Principal. The medication shall be stored for the student.
 - B. For students with medical conditions requiring that they have the medication (e.g. inhaler for asthmatics, Epi-Pen for allergic reactions, etc.) in their possession for immediate self-administration,
 1. Students should be evaluated on an individual basis by the school's nurse regarding the need to carry emergency medication,
 2. Parents/legal guardian must provide written authorization for the child to be in possession of the medication and to self-administer,
 3. The physician must certify that there is a medical condition necessitating that the student be in possession of the medication and that the student is capable of self-administration,
 4. The parent must sign a statement indemnifying the district from any liability for the self-administration.
 - C. A record shall be kept of all medication stored, specifying the name of the student and name of medication, the time of use, and dosage.
- VI. Field Trips. The following instruction shall appear on all parental permission forms required for field trips and outdoor education experiences.

All medication to be administered during this field trip/outdoor education experience shall be clearly marked with the following information:

Student's name
Prescription number
Medication name/dosage
Administration route and/or other direction
Date and refill
Licensed prescriber's name
Pharmacy name, address, and phone number
Name or initials of pharmacist

If sending over-the-counter medications, the container is to be affixed with the manufacturer's original label indicating the ingredients and the student's name.

09/06/05

Students

Orders to Forgo Life-Sustaining Treatment

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment for their child or ward must be signed by the child's physician and given to the Building Principal or Superintendent. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act (755 ILCS 40/1 et seq.).

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team that includes the child's parent(s)/guardian(s) and physician, as well as school personnel designated by the Superintendent. The team shall determine specific interventions to be used by school staff members in the event the child suffers a life-threatening episode at school or a school event. The District personnel shall convey orders to forgo life-sustaining treatment to the appropriate emergency or healthcare provider.

LEGAL REF.: 755 ILCS 40/1 et seq.
Cruzan v. Director, Missouri Department of Health, 497 U.S. 261 (1990).
In re: C.A., a minor, 603 N.E.2d 1171 (Il. App. 1 Dist., 1992).

ADOPTED: July 18, 2005

Students

Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the District's policies. The Superintendent will develop procedures for communicable and chronic infectious diseases for the Board's consideration.

LEGAL REF.: 105 ILCS 5/10-21.11.
 410 ILCS 315/2a.
 77 Ill. Admin Code 690.100 et seq.
 Individuals With Disabilities Education Act, 20 U.S.C. § 1400 et seq.
 Rehabilitation Act, Section 504, 29 U.S.C. § 794(a).

ADOPTED: July 18, 2005

Students – Administrative Procedure

Communicable and Chronic Infectious Disease Procedures

1. The chronic, communicable, contagious and/or infectious diseases addressed by these procedures include congenital rubella syndrome (CRS), hepatitis B, cytomegalovirus (CMV) infections, acquired immunodeficiency syndrome (AIDS), aids-related complex (ARC), herpes simplex or other disease as designated by the public health department. The policy and procedures do not apply to the common, acute, short-term childhood diseases such as chicken pox, impetigo, strep throat or scarlet fever.
2. For a student with a chronic infectious disease, the determination whether the behavior or physical condition poses a high risk to the individual student or others in the school environment shall be made on a case by case basis by a team of individuals including but not limited to the school principal, classroom teacher, school nurse, parents or other representative (i.e., family physician), Director of Pupil Health Services and a medical representative from the Peoria County Health Department. A report of the team's findings shall be filed with the District Superintendent for consideration within ten days of notification of the presence of an infectious disease in the schools.
3. On a case by case basis, the determination of the appropriate education environment shall be made by the infectious disease review team. Depending upon the age, behavioral characteristics, control of bodily functions and stage of development of the infectious disease of the infected student, an alternative educational environment may be necessary for the benefit of the infected student as well as for the well-being of others in the education environment. A student's removal from and/or readmission to the normal school environment shall be based on the recommendation of the chronic infectious review team.
4. The condition of the student with a chronic infectious disease should be monitored on a schedule appropriate to the individual characteristics of the student and the infectious disease.
5. Procedures of cleanliness and hygiene for handling saliva, vomitus, feces, urine or other bodily fluids emanating from students with a chronic infectious disease shall be disseminated to all district personnel.

Students

Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Superintendent or designee shall develop and implement a Food Allergy Management Program that:

1. Fully implements the following goals established in The School Code: (a) identifying students with food allergies, (b) preventing exposure to known allergens, (c) responding to allergic reactions with prompt recognition of symptoms and treatment, and (d) educating and training all staff about management of students with food allergies, including administration of medication with an auto-injector, and providing an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.
2. Follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at:
www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf.
3. Complies with State and federal law and is in alignment with Board policies.

LEGAL REF.: 105 ILCS 5/2-3.149 and 5/10-22.39.
Guidelines for Managing Life-Threatening Food Allergies in Schools (Guidelines), jointly published by the State Board of Education and Ill. Dept. of Public Health.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100, (Relations with Other Organizations and Agencies)

Students

Administrative Procedure - Implementing a Food Allergy Management Program

The following procedure implements policy 7:285, *Food Allergy Management Program*, which is based upon the joint State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf (105 ILCS 5/2-3.149(b), added by P.A. 96-349 and renumbered by P.A. 96-1000). The District's Food Allergy Management Program is developed and collectively implemented by local school officials, District staff, students and their families, and the community. This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Food Allergy Management Program
3. Individual Food Allergy Management (Three Phases)
 - Phase One: Identification of Students with Food Allergies
 - Phase Two: Prevention of Exposure to Known Allergens
 - Phase Three: Response to Allergic Reactions

Glossary of Terms

The Glossary at Appendix J of the *ISBE/IDPH Guidelines* is incorporated here by reference.

Food Allergy Management Program (Program) - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

Food Allergy Management Committee (Committee) - A District-level team that the Superintendent creates to develop a Food Allergy Management Program. It monitors the District's Food Allergy Management Program for effectiveness and establishes a schedule for the Superintendent to report information back to the Board. It is not required by State law, but it is a best practice method to ensure the Program's continued legal compliance and alignment with governance principles.

Individual Food Allergy Management - The process at the building-level used to manage and prevent anaphylaxis. The process identifies: (a) students with allergies, (b) procedures to prevent exposure to known allergens, and (c) appropriate responses to allergic reactions. It is synonymous with the third section in this sample administrative procedure.

Individual Health Care Plan (IHCP) - A document that outlines a food allergic student's needs, and at minimum, includes the precautions necessary for food allergen avoidance and emergency procedures and treatments. Its function is similar to a 504 Plan (see below).

504 Plan - A document that outlines a food allergic student's needs, necessary accommodations, and individual staff member responsibilities. Its function is identical to an IHCP while also including procedural protections (see above). This Program's procedures implement 504 Plans only.

504 Team - A building-level team that implements the phases of Individual Food Allergy Management in a student's 504 Plan. Insert "IHCP Team" in place of or in addition to "504 Team" if the district will also implement IHCPs. **Note:** If the District implements IHCP's, gathering information, identifying methods to prevent exposure, and assigning staff responsibilities will rely heavily on the Nurse/DSP, not a 504 Team.

Food Allergy Management Program

Actor	Action
<p>Superintendent or designee</p>	<p>Establish a District-wide Food Allergy Management Committee (Committee) to operate as a Superintendent committee. Consider including:</p> <ul style="list-style-type: none"> District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Program) District Safety Team Program Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part A, Safety Team</i>) District 504 Coordinator (see 6:120, <i>Education of Children with Disabilities</i> and 6:120, AP1, E1 <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>) Staff members Parents/Guardians Community members Students <p>Chair and convene Committee meetings for purpose of implementing the Program.</p> <p>Inform School Board of the Committee’s progress and needs by adding information items to the Board’s agendas as needed.</p>
<p>Food Allergy Management Committee</p>	<p>Identify existing policies, procedures and exhibits which affect implementation of the Program, including, but not limited to:</p> <ul style="list-style-type: none"> 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:20, <i>Powers and Duties of the School Board</i> 2:240, <i>Board Policy Development</i> 4:110, <i>Transportation</i> 4:120, <i>Food Services</i> 5:100, <i>Staff Development Program</i> 5:100-AP, <i>Administrative Procedure - Staff Development Program</i> 6:65, <i>Student Social and Emotional Development</i> 6:120, <i>Education of Children with Disabilities</i> 6:120-AP, <i>Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> 6:240, <i>Field Trips</i> 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i> 7:250, <i>Student Support Services</i> 7:270, <i>Administering Medicines to Students</i> 7:270-AP, <i>Administrative Procedure - Dispensing Medication</i> 7:270-E, <i>School Medication Authorization Form with the Emergency Action Plan</i> 8:100, <i>Relations with Other Organizations and Agencies.</i> <p>Recommend, through the Superintendent, any policy changes to the School Board for consideration. See policy 2:240, <i>Board Policy Development.</i></p> <p>Recommend to the Superintendent any amendments to administrative</p>

Actor	Action
	<p>procedures.</p> <p>Convene a District-wide meeting with all Building Principals, other appropriate administrative and special education staff, and the Board Attorney to discuss this Program, the <i>ISBE/IDPH Guidelines</i>, and prepare each individual Building Principal to implement it in his or her building.</p> <p>Educate and train all staff by coordinating, through the Superintendent or Building Principals, the required in-service training program(s) for staff working with students. The in-service must be conducted by a person with expertise in anaphylactic reaction management and include administration of medication with an auto-injector (105 ILCS 5/10-22.39(e), added by P.A. 96-349). <i>Person with expertise</i> is not defined but the use of the word <i>expertise</i> suggests that using a lay person to provide training is not appropriate. Use the list of training resources in App. I. (p. 71) and see the Potential Sources for Food Allergy Education, available at: www.isbe.state.il.us/nutrition/pdf/food_allergy_educ_sources.pdf. This training should also include:</p> <ul style="list-style-type: none"> • How to recognize symptoms of an allergic reaction • Review of high-risk areas • Steps to take to prevent exposure to allergen • How to administer an epinephrine auto-injector • How to respond to a student with a known allergy as well as a student with a previously unknown allergy • Information to increase awareness of bullying and sensitivity to issues that students with food allergies face in the school setting <p>Consider implementing the Nurse/DSP checklist item (p. 22) addressing the above issues by informing staff of the goals established in each of the following Board policies:</p> <p>6:65, Student Social and Emotional Development. This policy requires the District’s educational program to incorporate student social and emotional development into its educational program and be consistent with the social and emotional development standards in the Illinois Learning Standards.</p> <p>7:180, Preventing Bullying, Intimidation, and Harassment. This policy prohibits students from engaging in bullying, intimidation, and harassment, which diminish a student’s ability to learn and a school’s ability to educate. It states that preventing students from engaging in these disruptive behaviors is an important District goal. Note: Including bullying and sensitivity awareness in the required in-service exceeds State law requirements. Because State law requires districts to have policies addressing bullying (105 ILCS 5/27-23.7) and social and emotional development (405 ILCS 49/) and the Guidelines highlight that increasing awareness of these issues is a best practice consideration, the required in-service is a logical place to include this education. Be sure the referenced board policies contain the locally adopted policy language.</p> <p>Provide community outreach through Building Principals by providing</p>

Actor	Action
	<p>information to students and their parents/guardians about the Program. Establish linkages and partnerships with organizations that can assist the Committee or Building Principals with the goal of providing a coordinated, collaborative education and outreach system to all members of the school community to better understand food allergy management issues in the school setting (App. I, p.71). Provide and inform Building Principals, when possible, of opportunities to “close the food allergy knowledge gap” (p. 21, citing a <i>Gupta, et. al, BMC Pediatrics</i> report that the general population has many misconceptions about food allergies). See Potential Sources for Food Allergy Education, available at: www.isbe.state.il.us/nutrition/pdf/food_allergy_educ_sources.pdf.</p> <p>Monitor the Program by periodically assessing its effectiveness.</p> <p>Incorporate updated medical best practices into all areas of the Program.</p> <p>Establish a schedule for the Superintendent to report any recommendations to enhance the Program’s effectiveness to the Board for consideration.</p>
Building Principal	<p>Inform the school community of the Program by providing the information to students and their parents/guardians. For a sample letter, see App. C-1 (p. 58). Inform the school community of the opportunities to better understand food allergy management issues.</p> <p>Implement the Program in the building by meeting with the Nurse/DSP and special education staff in the building to examine the <i>ISBE/IDPH Guidelines</i>. Identify and follow:</p> <ul style="list-style-type: none"> All best practices that apply to the conditions in the school building to reduce exposure to allergens (p. 20). All items from the School Administration Nurse/DSP Checklists that apply to the working conditions in the school building (p. 22-24, 32-33). <p>Educate staff members about the Program and their likely involvement with Individual Food Allergy Management (p. 20-40). Inform staff members about Constructive Classroom Rewards (App. G, p. 67-69), at: www.isbe.state.il.us/nutrition/pdf/const_clsrm_rewards.pdf.</p> <p>Inform staff members and volunteers to first use the epinephrine auto-injector and then call 911 anytime an allergic reaction is suspected, and review the <i>ISBE/IDPH Guidelines</i>, specifically Food Allergies (p. 9-12).</p> <p>Add information about the District’s Program and any other building-related specifics of the Program to student handbooks. To increase awareness of the bullying issues faced by students with food allergies, consider including information for students and their parents about the goals established in Board policy 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i>.</p>
School Board	<p>Monitor 7:285, <i>Food Allergy Management</i>, and make changes recommended by the Committee. See policy 2:240, <i>Board Policy Development</i>.</p>

Actor	Action
	<p>Consider all policy changes recommended by the Superintendent.</p> <p>Provide the appropriate resources for the Superintendent to successfully implement the Program.</p>

Individual Food Allergy Management

This section’s procedures are implemented each time the school identifies a student with a food allergy. It follows Board policy 6:120, *Education of Children with Disabilities* and references additional considerations based upon the *ISBE/IDPH Guidelines*. It relies heavily upon Building Principals and Nurse/Designated School Personnel (DSP) to identify the necessary accommodations for each student and determine which staff members are responsible to provide them. Accommodations are impacted by a number of factors, e.g., the student’s age, the allergen(s) involved, the facilities at each school building, etc.

Phase One: Identification of Students with Food Allergies

Actor	Action
Parent/Guardian	<p>Inform the Building Principal of the student’s food allergy.</p> <p>Complete Allergy History Form (App. B-8, p. 56 and available at: www.isbe.state.il.us/nutrition/word/sample_allergy_hstry_form.doc) and School Medication Authorization Form (see 7:270-E, <i>School Medication Authorization Form</i>). Return them to the Building Principal or Nurse/DSP. Note: The Emergency Action Plan (EAP) (p. 48) may be used instead of 7:270-E, <i>School Medication Authorization Form</i>.</p> <p>Participate in all meetings to assess and manage the individual student’s health needs. Follow the <i>Parent/Guardian of Children with Food Allergies Checklist</i>. See <i>Guidelines</i>, p. 25.</p>
Building Principal and/or Nurse/DSP	Follow the District’s procedural safeguards for convening a meeting to assess the individual student’s allergy management needs.
504 Team	<p>For a student who is not already identified as disabled, determine whether a referral for an evaluation is warranted using the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504 (see Board policy 6:120, <i>Education of Children with Disabilities</i>).</p> <p>For a student with an existing IEP or Section 504 plan, or who qualifies for one on the basis of his or her food allergy, determine:</p> <ol style="list-style-type: none"> 1. Whether the student’s food allergy requires <i>related services</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the student’s food allergy requires appropriate <i>reasonable accommodations</i> for the student’s disability. <p>If the answer to either of the above questions is negative, notify the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-API, E1, <i>Notice to</i></p>

Actor	Action
	<p data-bbox="656 247 1247 275"><i>Parents/Guardians Regarding Section 504 Rights.</i></p> <p data-bbox="656 296 1357 323">If the answer to either of the above questions is positive:</p> <ol data-bbox="704 338 1484 1642" style="list-style-type: none"> <li data-bbox="704 338 1484 436">1. Gather appropriate health information by using the completed Allergy History Form (App. B-8, p. 56) and Emergency Action Plan (EAP) (App. B-5, p.48). <li data-bbox="704 447 1484 546">2. Identify all necessary accommodations and complete a 504 Plan (use the District’s established forms or App. B-7, p. 52-55). For meal substitutions, see App. B-4, p. 45-46. <li data-bbox="704 556 1484 856">3. Determine which staffing provides the identified accommodations. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other activities, field trips, and classroom celebrations. For a list of staff members to consider, see <i>Creating a Safer Environment for Students with Food Allergies</i> (p. 19). <li data-bbox="704 867 1484 997">4. Assign responsibilities to individual staff members for providing the identified accommodations (General Guidelines, p. 20-40). Inform absent staff members during the creation of the 504 Plan of their responsibilities. <li data-bbox="704 1008 1484 1476">5. Identify willing 504 Team members trained in emergency response to respond to any allergic reactions the student may have. See EAP, <i>Trained Staff Members</i> box (p. 49). Note: Consult the Board Attorney if options are limited or the classroom teacher is not willing to administer epinephrine. While classroom teachers are a logical choice to provide emergency response due to their continual close proximity to students, such an assignment may: (1) impact terms and conditions of employment and may trigger collective bargaining rights, and/or (2) violate 105 ILCS 5/10-22.21b, which states that under no circumstances shall teachers or other non-administrative school employees, except certified school nurses and non-certificated registered professional nurses, be required to administer medication to students. <li data-bbox="704 1486 1484 1642">6. Provide the required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-API, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights.</i>

Phase Two: Prevention of Exposure to Known Allergens

Actor	Action
Building Principal and/or Nurse/DSP	<p data-bbox="656 1774 1484 1843">Convene a meeting to educate all the staff members who will provide the identified 504 Plan accommodations about their responsibilities.</p> <p data-bbox="656 1854 1438 1885">Ensure individual staff members perform their responsibilities and</p>

	<p>provide the necessary accommodations for the student’s individual health needs (p. 20-40).</p> <p>Facilitate the dissemination of accurate information in the building about the student’s food allergy while respecting privacy rights.</p> <p>Provide a medical alert to parents/guardians (App. B-9, p. 57 also available at: www.isbe.state.il.us/nutrition/word/sample_allergy_ltr_parent.doc) that does not name the student. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen.</p> <p>Prepare a list of answers to anticipated questions about managing the student’s health needs.</p> <p>Check with the Nurse/DSP regarding any known competing educational interests with the student’s health needs among other students attending the school (i.e., diabetes, service animals, etc.). Manage identified students’ competing educational interests by:</p> <ol style="list-style-type: none"> 1. Consulting the Board Attorney. 2. Creating a method to monitor identified competing educational interests between students. 3. Responding to future unidentified competing educational interests and managing them immediately. 4. Modifying any other conditions as the facts of the situation require.
504 Team	<p>Implement and follow all identified responsibilities in the 504 Plan. Understand that accidental exposures are more likely to occur when an unplanned event occurs, which makes it critical to follow the exact accommodations in the student’s 504 Plan (p.13).</p> <p>Practice emergency procedures outlined in the student’s EAP and be prepared to follow them (App. B-3, p. 44).</p>
Parent/Guardian	<p>Implement and follow the applicable items in the <i>Parent/Guardian of Children with Food Allergies Checklist</i> (p. 25).</p>
Student	<p>Implement and follow the applicable items in the <i>Students with Food Allergies Checklist</i> (p. 26).</p>

Phase Three: Response to Allergic Reactions

Actor	Action
504 Team	Follow the student’s 504 Plan and EAP.
Anyone	Anytime an allergic reaction is suspected, give the epinephrine auto-injector first, and then call 911. Fatalities occur when epinephrine is delayed or withheld (p. 21).
Nurse/DSP	Implement and follow the applicable items in the <i>Return to School After a Reaction Checklist</i> (App. B-2, p. 43). If the student has no EAP and IHCP or 504 Plan, provide the parent/guardian with the EAP (App. B-5, p. 48) and <i>Sample Allergy History</i> (App. B-8, p. 56)

	<p>forms and refer them to the process outlined in the Identification of Students with Food Allergies phase above.</p> <p>Review <i>Special Considerations for the Student</i>; specifically, collaborate with the students' medical provider (p. 23).</p>
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LEGAL REF: 105 ILCS 5/2-3.149.

Students

Adolescent Suicide Awareness and Prevention Programs

The Superintendent or designee is directed to develop and implement a comprehensive and continuing adolescent suicide awareness and prevention program. The Superintendent will attempt to develop a liaison between the State or community mental health agency and the District to secure professional expertise and assistance.

LEGAL REF.: 105 ILCS 5/3-14.8 and 5/27-23.2.

CROSS REF.: 6:60 (Curriculum Content)

ADOPTED: July 18, 2005

Students

Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Superintendent or designee shall develop and implement a Food Allergy Management Program that:

1. Fully implements the following goals established in The School Code: (a) identifying students with food allergies, (b) preventing exposure to known allergens, (c) responding to allergic reactions with prompt recognition of symptoms and treatment, and (d) educating and training all staff about management of students with food allergies, including administration of medication with an auto-injector, and providing an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.
2. Follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at:
www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf.
3. Complies with State and federal law and is in alignment with Board policies.

LEGAL REF.: 105 ILCS 5/2-3.149 and 5/10-22.39.
Guidelines for Managing Life-Threatening Food Allergies in Schools (Guidelines), jointly published by the State Board of Education and Ill. Dept. of Public Health.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100, (Relations with Other Organizations and Agencies)

Students

Administrative Procedure - Implementing a Food Allergy Management Program

The following procedure implements policy 7:285, *Food Allergy Management Program*, which is based upon the joint State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf (105 ILCS 5/2-3.149(b), added by P.A. 96-349 and renumbered by P.A. 96-1000). The District's Food Allergy Management Program is developed and collectively implemented by local school officials, District staff, students and their families, and the community. This administrative procedure contains three sections as follows:

1. Glossary of Terms
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Glossary of Terms

The Glossary at Appendix J of the *ISBE/IDPH Guidelines* is incorporated here by reference.

Food Allergy Management Program (Program) - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

Food Allergy Management Committee (Committee) - A District-level team that the Superintendent creates to develop a Food Allergy Management Program. It monitors the District's Food Allergy Management Program for effectiveness and establishes a schedule for the Superintendent to report information back to the Board. It is not required by State law, but it is a best practice method to ensure the Program's continued legal compliance and alignment with governance principles.

Individual Food Allergy Management - The process at the building-level used to manage and prevent anaphylaxis. The process identifies: (a) students with allergies, (b) procedures to prevent exposure to known allergens, and (c) appropriate responses to allergic reactions. It is synonymous with the third section in this sample administrative procedure.

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504 Plan - A document that outlines a food allergic student's needs, necessary accommodations, and individual staff member responsibilities. Its function is identical to an IHCP while also including procedural protections (see above). This Program's procedures implement 504 Plans only.

504 Team - A building-level team that implements the phases of Individual Food Allergy Management in a student's 504 Plan. Insert "IHCP Team" in place of or in addition to "504 Team" if the district will also implement IHCPs. **Note:** If the District implements IHCP's, gathering information, identifying methods to prevent exposure, and assigning staff responsibilities will rely heavily on the Nurse/DSP, not a 504 Team.

Food Allergy Management Program

Actor	Action
<p>Superintendent or designee</p>	<p>Establish a District-wide Food Allergy Management Committee (Committee) to operate as a Superintendent committee. Consider including:</p> <ul style="list-style-type: none"> District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Program) District Safety Team Program Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part A, Safety Team</i>) District 504 Coordinator (see 6:120, <i>Education of Children with Disabilities</i> and 6:120, AP1, E1 <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>) Staff members Parents/Guardians Community members Students <p>Chair and convene Committee meetings for purpose of implementing the Program.</p> <p>Inform School Board of the Committee's progress and needs by adding information items to the Board's agendas as needed.</p>
<p>Food Allergy Management Committee</p>	<p>Identify existing policies, procedures and exhibits which affect implementation of the Program, including, but not limited to:</p> <ul style="list-style-type: none"> 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:20, <i>Powers and Duties of the School Board</i> 2:240, <i>Board Policy Development</i> 4:110, <i>Transportation</i> 4:120, <i>Food Services</i> 5:100, <i>Staff Development Program</i> 5:100-AP, <i>Administrative Procedure - Staff Development Program</i> 6:65, <i>Student Social and Emotional Development</i> 6:120, <i>Education of Children with Disabilities</i> 6:120-AP, <i>Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> 6:240, <i>Field Trips</i> 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i> 7:250, <i>Student Support Services</i> 7:270, <i>Administering Medicines to Students</i> 7:270-AP, <i>Administrative Procedure - Dispensing Medication</i> 7:270-E, <i>School Medication Authorization Form with the Emergency Action Plan</i> 8:100, <i>Relations with Other Organizations and Agencies.</i> <p>Recommend, through the Superintendent, any policy changes to the School Board for consideration. See policy 2:240, <i>Board Policy Development.</i></p> <p>Recommend to the Superintendent any amendments to administrative</p>

Actor	Action
	<p>procedures.</p> <p>Convene a District-wide meeting with all Building Principals, other appropriate administrative and special education staff, and the Board Attorney to discuss this Program, the <i>ISBE/IDPH Guidelines</i>, and prepare each individual Building Principal to implement it in his or her building.</p> <p>Educate and train all staff by coordinating, through the Superintendent or Building Principals, the required in-service training program(s) for staff working with students. The in-service must be conducted by a person with expertise in anaphylactic reaction management and include administration of medication with an auto-injector (105 ILCS 5/10-22.39(e), added by P.A. 96-349). <i>Person with expertise</i> is not defined but the use of the word <i>expertise</i> suggests that using a lay person to provide training is not appropriate. Use the list of training resources in App. I. (p. 71) and see the Potential Sources for Food Allergy Education, available at: www.isbe.state.il.us/nutrition/pdf/food_allergy_educ_sources.pdf. This training should also include:</p> <ul style="list-style-type: none"> • How to recognize symptoms of an allergic reaction • Review of high-risk areas • Steps to take to prevent exposure to allergen • How to administer an epinephrine auto-injector • How to respond to a student with a known allergy as well as a student with a previously unknown allergy • Information to increase awareness of bullying and sensitivity to issues that students with food allergies face in the school setting <p>Consider implementing the Nurse/DSP checklist item (p. 22) addressing the above issues by informing staff of the goals established in each of the following Board policies:</p> <p>6:65, Student Social and Emotional Development. This policy requires the District’s educational program to incorporate student social and emotional development into its educational program and be consistent with the social and emotional development standards in the Illinois Learning Standards.</p> <p>7:180, Preventing Bullying, Intimidation, and Harassment. This policy prohibits students from engaging in bullying, intimidation, and harassment, which diminish a student’s ability to learn and a school’s ability to educate. It states that preventing students from engaging in these disruptive behaviors is an important District goal. Note: Including bullying and sensitivity awareness in the required in-service exceeds State law requirements. Because State law requires districts to have policies addressing bullying (105 ILCS 5/27-23.7) and social and emotional development (405 ILCS 49/) and the Guidelines highlight that increasing awareness of these issues is a best practice consideration, the required in-service is a logical place to include this education. Be sure the referenced board policies contain the locally adopted policy language.</p> <p>Provide community outreach through Building Principals by providing</p>

Actor	Action
	<p>information to students and their parents/guardians about the Program. Establish linkages and partnerships with organizations that can assist the Committee or Building Principals with the goal of providing a coordinated, collaborative education and outreach system to all members of the school community to better understand food allergy management issues in the school setting (App. I, p.71). Provide and inform Building Principals, when possible, of opportunities to “close the food allergy knowledge gap” (p. 21, citing a <i>Gupta, et. al, BMC Pediatrics</i> report that the general population has many misconceptions about food allergies). See Potential Sources for Food Allergy Education, available at: www.isbe.state.il.us/nutrition/pdf/food_allergy_educ_sources.pdf.</p> <p>Monitor the Program by periodically assessing its effectiveness.</p> <p>Incorporate updated medical best practices into all areas of the Program.</p> <p>Establish a schedule for the Superintendent to report any recommendations to enhance the Program’s effectiveness to the Board for consideration.</p>
Building Principal	<p>Inform the school community of the Program by providing the information to students and their parents/guardians. For a sample letter, see App. C-1 (p. 58). Inform the school community of the opportunities to better understand food allergy management issues.</p> <p>Implement the Program in the building by meeting with the Nurse/DSP and special education staff in the building to examine the <i>ISBE/IDPH Guidelines</i>. Identify and follow:</p> <ul style="list-style-type: none"> All best practices that apply to the conditions in the school building to reduce exposure to allergens (p. 20). All items from the School Administration Nurse/DSP Checklists that apply to the working conditions in the school building (p. 22-24, 32-33). <p>Educate staff members about the Program and their likely involvement with Individual Food Allergy Management (p. 20-40). Inform staff members about Constructive Classroom Rewards (App. G, p. 67-69), at: www.isbe.state.il.us/nutrition/pdf/const_clsrm_rewards.pdf.</p> <p>Inform staff members and volunteers to first use the epinephrine auto-injector and then call 911 anytime an allergic reaction is suspected, and review the <i>ISBE/IDPH Guidelines</i>, specifically Food Allergies (p. 9-12).</p> <p>Add information about the District’s Program and any other building-related specifics of the Program to student handbooks. To increase awareness of the bullying issues faced by students with food allergies, consider including information for students and their parents about the goals established in Board policy 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i>.</p>
School Board	<p>Monitor 7:285, <i>Food Allergy Management</i>, and make changes recommended by the Committee. See policy 2:240, <i>Board Policy Development</i>.</p>

Actor	Action
	<p>Consider all policy changes recommended by the Superintendent.</p> <p>Provide the appropriate resources for the Superintendent to successfully implement the Program.</p>

Individual Food Allergy Management

This section’s procedures are implemented each time the school identifies a student with a food allergy. It follows Board policy 6:120, *Education of Children with Disabilities* and references additional considerations based upon the *ISBE/IDPH Guidelines*. It relies heavily upon Building Principals and Nurse/Designated School Personnel (DSP) to identify the necessary accommodations for each student and determine which staff members are responsible to provide them. Accommodations are impacted by a number of factors, e.g., the student’s age, the allergen(s) involved, the facilities at each school building, etc.

Phase One: Identification of Students with Food Allergies

Actor	Action
Parent/Guardian	<p>Inform the Building Principal of the student’s food allergy.</p> <p>Complete Allergy History Form (App. B-8, p. 56 and available at: www.isbe.state.il.us/nutrition/word/sample_allergy_hstry_form.doc) and School Medication Authorization Form (see 7:270-E, <i>School Medication Authorization Form</i>). Return them to the Building Principal or Nurse/DSP. Note: The Emergency Action Plan (EAP) (p. 48) may be used instead of 7:270-E, <i>School Medication Authorization Form</i>.</p> <p>Participate in all meetings to assess and manage the individual student’s health needs. Follow the <i>Parent/Guardian of Children with Food Allergies Checklist</i>. See <i>Guidelines</i>, p. 25.</p>
Building Principal and/or Nurse/DSP	<p>Follow the District’s procedural safeguards for convening a meeting to assess the individual student’s allergy management needs.</p>
504 Team	<p>For a student who is not already identified as disabled, determine whether a referral for an evaluation is warranted using the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504 (see Board policy 6:120, <i>Education of Children with Disabilities</i>).</p> <p>For a student with an existing IEP or Section 504 plan, or who qualifies for one on the basis of his or her food allergy, determine:</p> <ol style="list-style-type: none"> 1. Whether the student’s food allergy requires <i>related services</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the student’s food allergy requires appropriate <i>reasonable accommodations</i> for the student’s disability. <p>If the answer to either of the above questions is negative, notify the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-API, E1, <i>Notice to</i></p>

Actor	Action
	<p><i>Parents/Guardians Regarding Section 504 Rights.</i></p> <p>If the answer to either of the above questions is positive:</p> <ol style="list-style-type: none"> 1. Gather appropriate health information by using the completed Allergy History Form (App. B-8, p. 56) and Emergency Action Plan (EAP) (App. B-5, p.48). 2. Identify all necessary accommodations and complete a 504 Plan (use the District’s established forms or App. B-7, p. 52-55). For meal substitutions, see App. B-4, p. 45-46. 3. Determine which staffing provides the identified accommodations. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other activities, field trips, and classroom celebrations. For a list of staff members to consider, see <i>Creating a Safer Environment for Students with Food Allergies</i> (p. 19). 4. Assign responsibilities to individual staff members for providing the identified accommodations (General Guidelines, p. 20-40). Inform absent staff members during the creation of the 504 Plan of their responsibilities. 5. Identify willing 504 Team members trained in emergency response to respond to any allergic reactions the student may have. See EAP, <i>Trained Staff Members</i> box (p. 49). Note: Consult the Board Attorney if options are limited or the classroom teacher is not willing to administer epinephrine. While classroom teachers are a logical choice to provide emergency response due to their continual close proximity to students, such an assignment may: (1) impact terms and conditions of employment and may trigger collective bargaining rights, and/or (2) violate 105 ILCS 5/10-22.21b, which states that under no circumstances shall teachers or other non-administrative school employees, except certified school nurses and non-certificated registered professional nurses, be required to administer medication to students. 6. Provide the required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights.</i>

Phase Two: Prevention of Exposure to Known Allergens

Actor	Action
Building Principal and/or Nurse/DSP	<p>Convene a meeting to educate all the staff members who will provide the identified 504 Plan accommodations about their responsibilities.</p> <p>Ensure individual staff members perform their responsibilities and</p>

	<p>provide the necessary accommodations for the student’s individual health needs (p. 20-40).</p> <p>Facilitate the dissemination of accurate information in the building about the student’s food allergy while respecting privacy rights.</p> <p>Provide a medical alert to parents/guardians (App. B-9, p. 57 also available at: www.isbe.state.il.us/nutrition/word/sample_allergy_ltr_parent.doc) that does not name the student. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen.</p> <p>Prepare a list of answers to anticipated questions about managing the student’s health needs.</p> <p>Check with the Nurse/DSP regarding any known competing educational interests with the student’s health needs among other students attending the school (i.e., diabetes, service animals, etc.). Manage identified students’ competing educational interests by:</p> <ol style="list-style-type: none"> 1. Consulting the Board Attorney. 2. Creating a method to monitor identified competing educational interests between students. 3. Responding to future unidentified competing educational interests and managing them immediately. 4. Modifying any other conditions as the facts of the situation require.
504 Team	<p>Implement and follow all identified responsibilities in the 504 Plan. Understand that accidental exposures are more likely to occur when an unplanned event occurs, which makes it critical to follow the exact accommodations in the student’s 504 Plan (p.13).</p> <p>Practice emergency procedures outlined in the student’s EAP and be prepared to follow them (App. B-3, p. 44).</p>
Parent/Guardian	<p>Implement and follow the applicable items in the <i>Parent/Guardian of Children with Food Allergies Checklist</i> (p. 25).</p>
Student	<p>Implement and follow the applicable items in the <i>Students with Food Allergies Checklist</i> (p. 26).</p>

Phase Three: Response to Allergic Reactions

Actor	Action
504 Team	Follow the student’s 504 Plan and EAP.
Anyone	Anytime an allergic reaction is suspected, give the epinephrine auto-injector first, and then call 911. Fatalities occur when epinephrine is delayed or withheld (p. 21).
Nurse/DSP	Implement and follow the applicable items in the <i>Return to School After a Reaction Checklist</i> (App. B-2, p. 43). If the student has no EAP and IHCP or 504 Plan, provide the parent/guardian with the EAP (App. B-5, p. 48) and <i>Sample Allergy History</i> (App. B-8, p. 56)

	<p>forms and refer them to the process outlined in the Identification of Students with Food Allergies phase above.</p> <p>Review <i>Special Considerations for the Student</i>; specifically, collaborate with the students' medical provider (p. 23).</p>
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LEGAL REF: 105 ILCS 5/2-3.149.

Students

Extracurricular Athletics

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

1. The student must meet the academic criteria set forth in the Board policy on school sponsored extracurricular activities.
2. The parent(s)/guardian(s) must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a certificate of physical fitness issued by a licensed physician, an advanced practice nurse, or a physician assistant who assures that the student's health status allows for active athletic participation.
4. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a parent(s)/guardian(s) written statement that the student is covered under a family insurance plan.

The Superintendent or designee shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.: 105 ILCS 5/10-20.30.
23 Ill. Admin. Code § 1.530(b).

CROSS REF.: 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:330 (Student Use of Buildings - Equal Access)

ADOPTED: July 18, 2005

Students

Peoria Public Schools Movable Soccer Goal Policy

1. Peoria Public Schools shall routinely check all portable soccer goals that are installed or placed on School District property to verify that they are properly anchored:
 - Weekly during the youth soccer playing season;
 - Written record of the safety check shall be completed.
2. No person other than an authorized employee of the Peoria Public Schools shall be permitted to move any soccer goal owned by District 150 or otherwise installed or placed on its property. This rule shall be posted on all such soccer goals.
3. At the conclusion of each youth soccer season, Peoria Public Schools will remove all soccer goals that it has installed or otherwise placed on its property and store such goals at a secure location or will otherwise secure such goals on its property in accordance with the following:
 1. Lock unused portable goals in a secure storage room after each use,
 2. Fully disassemble the goals for season storage or fully secure the movable goals for safety.
4. The Peoria Public Schools will not purchase any portable soccer goal for use on its property unless the goal is equipped with a counter-balance or stabilizer bar to limit the ability of the goal to be tipped over, or such other design-feature approved by the U.S. Consumer Product Safety Commission.
5. The only exception to the above policies are light weight, fold-up or pop-up collapsible portable soccer goals which are typically sold and used for youth soccer practice or training sessions
6. Coaches and Athletic Directors shall be designated as having the responsibility to monitor and carry out the soccer goal policy.
7. Coaches will inform student athletes about the safety concerns associated with “movable” goals.
8. Student athletes will not be allowed to assemble or disassemble “movable goals”.

ADOPTED: January 14, 2013

Students

Publications

School-Sponsored Publications and Web Sites

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 and Web Sites

Students are prohibited from accessing and/or distributing at school any written or electronic material, including material from the Internet:

1. that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. that 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. that 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, or contains indecent and vulgar language;
4. that is primarily intended for the immediate solicitation of funds; or
5. that, in kindergarten through eighth grade, is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such outside source as long as the material to be distributed or accessed is primarily prepared by students.

The distribution of non-school-sponsored written material 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 material is endorsed by the School District.

Accessing or distributing "at school" 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.

LEGAL REF.: Hazelwood v. Kuhlmeier, 108 S.Ct. 562 (1988).
Hedges v. Wauconda Community Unit School Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 6:235 (Access to Electronic Networks)

ADOPTED: July 18, 2005

Students

Student Fund-Raising Activities

Students should not be used to promote fund-raising activities by non-school sponsored groups except those which are of a school-wide nature in which participation can be a positive experience for students and when the proceeds contribute to a recognized humanitarian purpose.

The funds shall be used to the maximum extent possible for student activities.

LEGAL REF.: 105 ILCS 5/10-20.19(3).

CROSS REF.: 4:90 (Student Activity Fund Management)

ADOPTED: July 18, 2005

Students

Student Use of Buildings - Equal Access

Student groups, clubs, or organizations that are not school sponsored or directed may meet on school premises provided their meeting fulfills all of the following conditions:

1. The meeting is held during those noninstructional times identified by the Superintendent or designee for noncurricular student groups, clubs, or organizations to meet. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends. "Noncurricular student groups" are those student groups, clubs, or organizations that do not directly relate to the curriculum.
2. The meeting is student-initiated, meaning that the request is made by a student(s).
3. Attendance at the meeting is voluntary.
4. The school will not sponsor the meeting.
5. School employees are present at religious meetings only in a non-participatory capacity.
6. The meeting and/or any activities during the meeting do not materially or substantially interfere with the orderly conduct of educational activities.
7. Non-school persons do not direct, conduct, control, or regularly attend the meetings.
8. The school retains its authority to maintain order and discipline.
9. All noncurriculum related student groups that are not District sponsored receive substantially the same treatment.
10. The Superintendent or designee approves the meeting or series of meetings.

The Superintendent or designee shall develop administrative procedures to implement this policy.

LEGAL REF.: Equal Access Act, 20 U.S.C. § 4071 et seq.
Board of Education of Westside Community School Dist. v. Mergens, 496 U.S. 226, 110 S.Ct. 2356, 110 L.Ed.2d 191 (1990).
Gernetzke v. Kenosha Unified School Dist. No. 1, 274 F.3d 464 (7th Cir. 2001), *cert. denied*, 122 S.Ct. 1606.

CROSS REF.: 7:10 (Equal Education Opportunities), 8:20 (Community Use of School

ADOPTED: July 18, 2005

Students

Student Records

School student records are confidential and information from them shall not be released other than as provided by law. Any record that contains personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by the District, except: (1) records that are kept in the sole possession of a school staff member, are destroyed not later than the student's graduation or permanent withdrawal, and are not accessible or revealed to any other person except a temporary substitute teacher, and (2) records kept by law enforcement officials working in the school.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s).

The Superintendent shall implement this policy with administrative procedures. The Superintendent shall also designate a *records custodian* who shall maintain student records. The Superintendent or designee shall inform staff members of this policy, and shall inform students and their parent(s)/guardian(s) of it, as well as their rights regarding student school records.

Upon request, Military Recruiters shall be furnished Directory Information for secondary students.

LEGAL REF.: Chicago Tribune Co. v. Chicago Bd. of Ed., 773 N.E.2d 674 (Ill.App. 1 Dist. 2002).
 Owasso I.S.D. No. I-011 v. Falvo, 122 S.Ct. 934 (2002).
 Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.
 Children's Privacy Protection and Parental Empowerment Act, P.A. 93-462
 105 ILCS 5/10-20.37, 5/14-1.01 et seq., and 10/1 et seq.
 50 ILCS 205/7.
 23 Ill. Admin. Code §§226 and 375.

CROSS REF.: 7:15 (Student and Family Privacy Rights)

ADOPTED: July 18, 2005