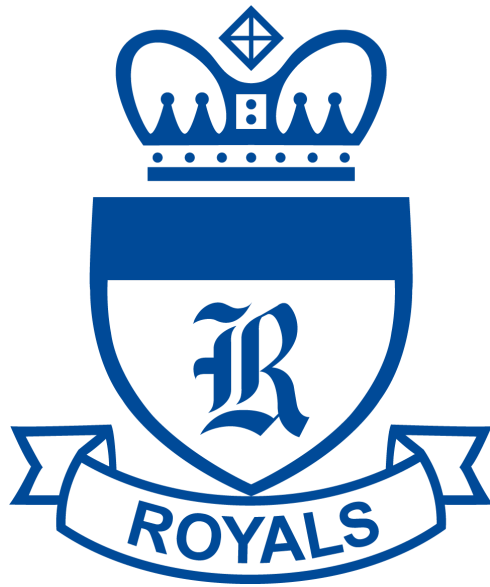


# Hinckley-Big Rock CUSD

## #429



# Extra-Curricular Handbook

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## **Introduction**

### **HBR Philosophy**

It is the philosophy of the Hinckley-Big Rock Community Unit School District #429 that student academic achievement, student achievement and personal enrichment in activities, and student growth as persons of character are at the core of the work of the District. The District is committed to providing the highest quality personnel, practices, services, and support to provide for the above stated purposes. In addition, the District is committed to serving the community and taxpayers at the highest levels. To meet this commitment, the District is dedicated to acting in a fiscally responsible manner, providing effective communication and transparent practices on all District work to its community members, and forming working relationships with the community and the District.

### **HBR Vision**

All Hinckley-Big Rock students will be prepared to take hold of their tomorrow.

### **Purpose**

The purpose of this handbook is to ensure alignment with our co-curricular and extra-curricular activities and our philosophy. These personal enrichment activities, which will develop student growth as persons of character, are at the core work of our District. In order to meet this demanding task, we must clearly communicate expectations and guidelines. Through this communication and resultant aligned practices, our District as a whole is more able to provide high quality personnel, practices, and services.

### **Guiding Principles**

The following principles serve as the foundation of our co-curricular and extra-curricular activities:

- Activities outside of the classroom should be balanced with students' academic responsibilities and considerations
- Student engagement in activities outside of the classroom enhances their skill development in time management, team mentality, growth mindset, and ownership in the school
- Student growth in the activity should develop both individual character and physical development
- HBR strives to develop excellent teams and programs of which the participants, school, and community can be proud
- Hard work and good sportsmanship are held in high regard

## **Coaching Qualifications and Certifications**

### **Qualifications**

According to the Illinois High School Association (IHSA), athletic coaches shall be regularly certified to teach in the schools of Illinois. Non-faculty exceptions exist for people with and without teaching certification. Persons, who are college graduates, can be approved as coaches provided they successfully complete the American Sport Education Program (ASEP) approved by the IHSA Board of Directors. Persons who are not college graduates but are at least 19 years old can be approved as coaches, provided they successfully complete the ASEP or National Federation of State High School Associations (NFHS) coaching education program approved by the IHSA Board of Directors. All coaches must pass the PES (Performance Enhancing Substances) and Concussion exam administered by the IHSA. All coaches must have current CPR and AED certification.

### **Certifications**

The most frequently used coaching certification course is known as ASEP. The following courses can either be taken online through [www.asep.com](http://www.asep.com) or through a classroom setting. There is no difference between the online and classroom courses. All of the following requirements must be completed before a coach can interact with students:

- Coaching Principles
- Sports First Aid
- IHSA By-Law Exam

All coaches (stipend, volunteer, district and non-district employees) must have an application, fingerprints, completed TB test, background check on file, and be approved by the Board of Education. The Varsity Head Coach has the responsibility to make sure all Head or Assistant Coaches (stipend or volunteer) have completed all items before they begin practicing with the team. Teams whose coaches do not comply with the above conditions face possible forfeits of their contests and further disciplinary action.

All new coaches must be recommended by the Athletic Director prior to contacting the District Office.

All volunteer coaches must be ASEP or NFHS certified and recommended by the Athletic Director prior to starting his/her coaching assignment.

## Activity Offerings

The following activities occur at HBR CUSD #429. There may be other activities which are student organized and District supervised that are not on this list. The Co-Curricular Committee has developed a process for the addition and deletion of offerings. The Building Principal and/or Athletic Director should be consulted when the addition or deletion of an activity is needed.

### Hinckley-Big Rock Elementary School

#### **Co-Curricular**

5th Grade Student Council

Tech Team\*

\* Organized activity with no advisor stipend

#### **Extra-Curricular**

None

### Hinckley-Big Rock Middle School

#### **Co-Curricular**

Community Service Club\*

Student Council

Jazz Band

Technology Club

Outdoor Education

Yearbook Club

Science Club

\* Organized activity with no advisor stipend

#### **Extra-Curricular**

##### 6th Grade

Intramural Basketball

Track

##### 7th and 8th Grade

Basketball

Track

Cheerleading

Volleyball

Soccer

### Hinckley-Big Rock High School

#### **Co-Curricular**

Academic Bowl

National Honor Society

Bass Fishing\*

Pep Club

Class Advisor

Renaissance\*

FEA

SOS

FFA

Spanish Club

Jazz Band

Student Council

Leadership

WYSE

Library Club

Yearbook Club

\* Organized activity with no advisor stipend

**Extra-Curricular**

Baseball

Basketball

Cheerleading

Cross Country\*\*

Golf

Royalettes

Soccer

Softball

Track

Volleyball

\*\* District sponsored, but not funded, sport



## **Levels of Extra-Curricular Play**

### **HBRMS**

In addition to our guiding principles, the focus at these grade levels is player participation and development. Based on these priorities, the following shall be followed during regular season play:

- Eligibility according to the HBRMS student handbook will be followed
- No cuts will be made
- If there are multiple teams at a grade level, teams will be divided equally based on student athletic talent (The only exception to this is during post-season or tournament play)
- Coaches will establish schedules at the beginning of the season and distribute these to players and parents
  - o These schedules will have start and end times for events including games and practices
  - o Coaches will do their best to start at the scheduled time and end at the scheduled time
  - o When a change in the schedule is necessary, this information will be communicated in advance to players and parents.

### **6<sup>th</sup> and 7<sup>th</sup> Grade**

- Each player will receive playing time during each game
  - o This doesn't mean equal playing time, rather a chance to play in the game
  - o This doesn't apply when the student is ineligible due to academics or behavior or if the student has missed practice during the week of play
  - o This doesn't apply to post-season or tournament play

### **8th Grade**

- Each player will receive playing time during each week of the scheduled season
  - o This doesn't mean equal playing time, rather a chance to play in a game during each week of the season
  - o This doesn't apply when the student is ineligible due to academics or behavior or if the student has missed practice during the week of play
  - o This doesn't apply to post-season or tournament play

### **Post-season Play**

- If applicable, teams may participate in Illinois Elementary School Association (IESA) State Series
  - o This is considered post-season play
  - o Cuts are permissible and playing time is not guaranteed

### **HBRHS**

#### **Fresh-Soph Level**

In addition to our guiding principles, the focus at these grade levels is player participation and development with more of a focus on development than participation. Based on these priorities, the following shall be followed during regular season play:

- Eligibility according to the HBRHS student handbook will be followed
- Unless special circumstances apply, no cuts will be made
- Coaches will develop rules at the beginning of the season and distribute these to players and

parents

- o These rules will be anything in addition to the rules of the conference, IESA, IHSA, and HBR Board Policies which do not conflict with said rules
- Coaches will establish schedules at the beginning of the season and distribute these to players and parents
  - o These schedules will have start times for events including games and practices with estimated end times for games and specific end times for practices
  - o Coaches will do their best to start at the scheduled time and end at the scheduled time
  - o When a change in the schedule is necessary, this information will be communicated in advance to players
- The coaches determine playing time based on player ability, work ethic, and attitude
  - o The best players will play, regardless of the student's grade level

### **Varsity Level**

In addition to our guiding principles, the focus at these grade levels is on being competitive. Based on these priorities, the following shall be followed during regular season play:

- Eligibility according to the HBRHS student handbook will be followed
- Unless special circumstances apply, no cuts will be made
- Coaches will develop rules at the beginning of the season and distribute these to players and parents
  - o These rules will be anything in addition to the rules of the conference, IESA, IHSA, and HBR Board Policies which do not conflict with said rules
- Coaches will establish schedules at the beginning of the season and distribute these to players and parents
  - o These schedules will have start times for events including games and practices with estimated end times for games and specific end times for practices
  - o Coaches will do their best to start at the scheduled time and end at the scheduled time
  - o When a change in the schedule is necessary, this information will be communicated in advance to players
- The coaches determine playing time based on player ability, work ethic, and attitude
  - o The best players will play, regardless of the student's grade level

## **Professional and Administrative Expectations**

The following expectations are communicated in advance to all staff acting as an advisor and/or coach. These expectations must be adhered to by each coach.

- Staff are expected to follow all conference, IESA, and IHSA rules as well as HBR Board Policies
- Staff are expected to support and reinforce the philosophy, vision, and guiding principles of Hinckley-Big Rock CUSD #429
- Staff are expected to develop a cohesive team atmosphere in which the guiding principles are reinforced
- Staff are expected to build a team atmosphere void of hazing or bullying in any form between students and amongst staff and students
- Staff are expected to conduct themselves in a manner that is respectful to the players, parents, opposing team, officials, and attendees of events
- Staff are expected to provide in-season and out-of-season instruction and development opportunities that are constructive and provide an opportunity for growth of the students' skillset
- Staff are expected to collaboratively develop programs with noted specific emphasis areas and a cohesive development process when there are multiple levels in the co-curricular or extra-curricular activity
- Staff are expected to stay current in methodologies and best practices to model and demonstrate life-long learning
- Staff are expected to reflect on their preparation and implementation with the possibility of making adjustments in an effort to meet the guiding principles
- Staff are expected to keep academics as the top priority for all involved students

## **Professional and Administrative Responsibilities**

The following responsibilities are communicated in advance to all staff acting as a coach. These responsibilities must be met by each coach.

- Staff are responsible for all the components of the developed job descriptions including, but not limited to:
  - o Be prompt in starting and ending practice and/or events as shared on the schedule
  - o Stay current with first aid, CPR, concussion protocol, and AED training
  - o Enforce safety guidelines and provide adequate medical attention within the boundaries of knowledge
  - o Coordinate transportation for away games with the District Office, utilizing the activity bus or activity van when possible
  - o Report and share season individual and team statistics
  - o Report game results to the media (High School Only) and post the results on our website
  - o Prepare for and attend the sports awards program for the season

## **Financial Responsibilities**

The following areas are meant to clearly articulate the responsibilities for each coach at all times during the year related to fundraising, handling cash, overnight travel, and purchasing procedures. If there are any questions, the coach should contact the Athletic Director for clarification.

### **Fundraising**

Athletic teams may hold fundraisers at various times throughout the year. Before holding a fundraiser you must follow these steps:

- Check the fundraising calendar to be sure that no similar fundraisers are occurring during the time you have chosen. The fundraising calendar is located on the District website under the Staff tab. If your fundraising goal is \$1,000.00 or more, the Board of Education must also approve your fundraiser. Be sure and allow enough time for your request to be put on the Board agenda and approved prior to your planned date(s)
- Get approval for your fundraiser from your building principal using the Fundraising Request form also located on the District website under Staff Forms. Fill out and submit the form to your principal for approval. Once approved, the Fundraising Request form should be sent to the District Office for placement on the calendar. If you need Board approval, the District Office staff will place the request on the next Board agenda.
- Once your fundraiser is completed, download the Fundraising Report from the District website, fill it out and turn it into Fiscal Services in the District Office. Keep a copy for your own records.
- Any fundraiser purchases (equipment, uniforms, etc.) remain the property of the District and are not for individual purchase.

For guidance on how to handle fundraising money, please see "Handling Cash".

### **Handling Cash**

The following process should be utilized when handling cash from events and fundraisers:

- Coaches should never keep money in their possession overnight.
- At the end of the day, money should be counted and brought to the school office and given directly to the building secretary.
- If the building secretary is not available, deposit forms and envelopes are located on the file cabinet outside her door. Place the money and form in the envelope and put it in the locked box across from her office door.
- The building secretary will count the money and issue a receipt to the coach.

### **Overnight Travel**

Prior Board approval must be secured before traveling overnight for a tournament, competition, etc. If Board approval occurs, consider the following when planning for the trip:

- Out of season travel is funded by the program/activity. Transportation will be funded by the District if a coach drives. If a bus driver is required, all expenses related to transportation will be paid for by the program/activity.

- In season travel is funded by the District with the following guidelines adhered to:
  - o A district credit card can be signed out and used for meals and lodging for the team and coaches.
  - o In the event that there are expenses which cannot be charged to the credit card, the coach will be reimbursed by the district with accompanying itemized receipts.
  - o The coach is responsible for turning in all receipts for expenses. The receipts must be itemized, or show each food item ordered and not just a total charge. Meals are limited to \$10 per person for breakfast, \$10 per person for lunch, and \$20 person for dinner. The meal limit does not constitute a per diem value of \$40. Each meal allowance is exclusive to that meal and is not a cumulative amount for the day. The district does not pay for snacks.
  - o All staff are expected to be fiscally responsible with district funds. If staff exceed the allotted reimbursement rate(s), the staff member is financially responsible to pay the difference.

### **Purchasing Procedures**

Activity accounts are used for items purchased by the athletes or with fundraising money. For example, uniform shirts that the athletes pay for and will keep, are purchased with activity account funds, but uniforms that are used from year to year are purchased with district funds. The following process must be followed when purchasing an item using activity account funds:

- Complete a requisition form and submit it to the building secretary
- The building secretary will process/print purchase order and return it to the coach
- The coach places the order. Note: an order SHOULD NOT be placed without a generated purchase order number
- The coach is notified when the order arrives. The coach then verifies the order and gives the high school secretary the packing slip or sends a confirmation that the order is correct and okay to pay
- If the activity account is negative, orders cannot be placed without the Athletic Director's consent
- Supplies, equipment, etc. that need to be purchased with district funds need to be ordered through the Athletic Director.

## **Pre-Season Responsibilities**

The following areas are meant to clearly articulate the responsibilities for each coach during the pre-season. If there are any questions, the coach should contact the Athletic Director for clarification.

### **Internal Meetings**

- Prior to the season beginning, the Athletic Director will meet with the Varsity Head Coaches and Head Coaches to discuss the responsibilities, expectations, and focus for the upcoming season. The expectation is that every Varsity Head Coach will strive to meet the expectations of the Athletic director to further develop the program.
- Prior to the season beginning for any sport at HBR, the Varsity Head Coach of that sport will meet with head and assistant coaches of that sport at all organized levels within the district. The responsibilities, expectations, focus for the upcoming season, points of emphasis for individual development, as well as points of emphasis for program development will be reviewed and reinforced. The expectation is that every Head and Assistant Coach will strive to meet the expectations of the Varsity Head Coach to further develop the program.

### **Meetings With Students**

- Attend parent athlete meeting
- Provide a sign-up information sheet for potential players
- Meet with players to distribute
  - schedules (game and practice)
  - list of needed proper equipment for games and practice
  - team rules and guidelines

### **Paperwork**

- Practice times distributed to students and school secretary
- Physicals are current
- Uniform inventory
  - Document all available uniform pieces
- Hand out uniforms
  - Document each player's jersey, shorts, and warm ups (as applicable)
- Provide uniform order forms for new players and/or replacement uniforms
- Submit bus requests to transportation
- Submit any early dismissal times to the building secretary to be communicated with teacher
- Submit practice schedules and game schedules that were shared with the students/parents to the Athletic Director

### **Equipment Check**

- Inventory practice and game gear. If questions/issues arise as a result of the inventory process, see the Athletic Director
- Sport-specific facilities are prepared and organized for games and the first practice

## **Season Responsibilities**

The following areas are meant to clearly articulate the responsibilities for each coach during the season. If there are any questions, the coach should contact the Athletic Director for clarification.

### **Eligibility**

- Monitor the eligibility list weekly
- Communicate with affected students and ensure that parental communication has occurred
- Ensure students follow eligibility rules

### **Practice Schedules**

- Post practice schedules on the 8 to 18 website
- Remain punctual with posted practice times
- Communicate changes to the schedules to students and parents

### **Game Results**

- Post results on the 8 to 18 website within 24 hours
- Provide results to local media (WSPY, DeKalb Chronicle, Aurora Beacon News) each night after the event

### **Bus Requests**

Coaches are responsible for scheduling buses for team away games. Scheduling should be done as early as possible prior to the start of your athletic season and can be done on the District website at

[hbr429.org](https://sites.google.com/hbr429.org/hbr429-staff-page/staff-forms) under the Staff Forms tab

(<https://sites.google.com/hbr429.org/hbr429-staff-page/staff-forms>). Communicate early dismissal times to the building secretary at least one day in advance. Use this form to schedule buses for your entire season. Any changes to bus schedules, including departure time, game date changes or cancellations of athletic events should be communicated to the Superintendent's Secretary in the District Office (815-286-7578) or the District Vehicle Manager (815-286-7539) as soon as possible.

For tournaments, please send a copy of the tournament bracket to the Superintendent's Secretary in the District Office as soon as you receive it.

The District also has an Activity Bus and an Activity Van available with seating for 14 or less athletes/students. Any coach or sponsor who has a small group and wishes to drive a team to an event must go through a 1 hour class, which includes a test drive, prior to using the Activity Bus or Activity Van for the first time. You can schedule your class by calling the District Vehicle Manager (815-286-7539). A convenient time will be scheduled to familiarize yourself with the vehicle. To request the use of the Activity Bus or Activity Van, please use the corresponding request form on the website.

### **Bus Seating Charts**

When traveling by bus, coaches/sponsors shall maintain a seating chart listing the location of all persons riding on the bus. The process of creating a seating chart is up to the discretion of the advisor/coach that is age and level appropriate.

### **Check Out Procedures**

The following language will be used for parents/guardians to sign out their child from a school sanctioned activity at a location away from HBR schools:

All coaches and advisors must provide a sign out sheet for guardians to release their student from a school sanctioned event. If the student is riding home with another adult, the student's parent/guardian must provide a signed written note, or email to the coach/advisor verbalizing their release to the adult.

Note: parent/guardians can only grant release to an adult (18 years of age or older). A student cannot be released to **any** minor, regardless of their relation to the student.

### **Student Medications**

- District and state policy prohibit staff members from administering any medications
- With the exception of an asthma inhaler or an epi-pen, if a student is going to need medication during practice or games, then a parent/guardian will need to administer the medication

### **Medical Forms for events/activities outside of HBR**

- All students are required to have an [extra-curricular/co-curricular permission form](#) on file with the office and advisor/coach prior to traveling on busses for planned trips associated with that activity.
- Once gathered, advisors/coaches need to have physical copies for bus drivers and other chaperones/coaches for each trip to have readily available.
- Completed [extra-curricular/co-curricular permission forms](#) for each student, [concussion protocol](#), and blank [student accident forms](#) are to be carried by advisors/coaches on all trips.
- For extra-curricular activities, a new form must be filled out for each sports season in case of changes in medication, phone numbers or contact individuals.
- For co-curricular activities, a new form must be filled out each quarter in case of changes in medication, phone numbers or contact individuals.
- Once the event/season is finished, forms should be shredded.

### **Student Injuries**

- Inform parents of an injury if there is any potential that additional treatment will be needed
- Follow the concussion protocol found in Appendix A
- Report head injuries to parents at all times, even if the student is cleared by the sideline concussion evaluation
- When the injury needs immediate treatment, a parent/guardian should be contacted as soon as possible. Call an ambulance if a student experiences any loss of consciousness or uncontrollable bleeding.
- In the case of any injury, fill out an accident report which can be found in Appendix B

### **Communication With Parents**

- Provide avenues for parental contact (email, phone number)
- Post announcements or emails on the 8to18 site for those who sign-up for announcements



## **Post-Season Responsibilities**

The following areas are meant to clearly articulate the responsibilities for each coach during the post-season. If there are any questions, the coach should contact the Athletic Director for clarification.

### **Sports Awards Program**

- Determine sport specific award winners based on criteria listed in the Athlete Handbook
- Attend the sports awards program at the end of the season
- Submit the Waldschmidt and Hillman information sheets at the end of each season

### **Summer Activities**

- In conjunction with the Athletic Director, schedule workouts, summer camps, leagues, and shootouts

### **Equipment Return**

- Communicate with players expectations to return uniforms, warm-ups etc
- Document each player's returned jersey, shorts, and warm ups (as applicable)
- Inventory practice and game gear. If questions/issues arise as a result of the inventory process, see the Athletic Director.

## **Increasing or Decreasing Positions**

The following information comes from the Collective Bargaining Agreement (CBA) between The Board of Education of Community Unit School District No. 429 and The Hinckley-Big Rock Education Association. If the information shared here and the current CBA are not in agreement, the current CBA is in full enforcement over this language and should be consulted when making decisions about increasing or decreasing coaching positions.

It is the desire to offer situations for our students to participate and excel in their overall growth. Taking this into consideration, an additional coach to either assist at that level or to create another level for student participation, will be determined as follows:

- Team based athletic activities:
  - The addition of a level is needed as a result of a sustainable number of participants for one year, with a projected sustainable number for the second year, which would result in their own schedule; and
  - A sustainable number of participants will be a roster needed to compete plus two additional participants at each level; and
  - In order to have an additional scheduled season, there should be at least 10 scheduled games.
  - All of the above must be met with a projected sustainable number for the second year in order to add an additional coach. An exception to this would be for HBRMS soccer, which will be based solely on the number of participants; with at least 25 participants warranting an additional coach for each season.

- The number of participants involved in team based athletic activities at HBRMS, or developmental programs run in the community, will be utilized for consideration of an additional coach at HBRHS for the freshman level.
- Individual based athletic activities
  - The addition of a level is needed as a result of a sustainable number of participants for one year, with a projected sustainable number for the second year, which would result in their own schedule; or
  - A sustainable number of participants will be a roster greater than 30 for one year with a projected sustainable number for the second year.
  - If an additional scheduled season is needed to create a boys and girls season, then there should be at least 10 scheduled meets for each individual team.
  - If an additional team is not warranted, but the sustainable number of participants will be a roster greater than 45, an additional coach may be requested by the coach or Athletic Director for that season.
  - The number of participants involved in individual based athletic activities at HBRMS, or developmental programs run in the community, will be utilized for consideration of an additional coach at HBRHS for the freshman level.
- Reduction of coaching position
  - A reduction of a coaching position would occur as a result of non-sustainable numbers for one year, with a projected non-sustainable number for the second year. If the position is retained in the second year (due to a projected sustainable number), the third year must have an actual sustainable number or the position will be reduced.; or
  - A reduction of a coaching position would occur as a result of not meeting the minimum 10 scheduled games/meets for two consecutive years. The position would not be filled in the third year.
  - If a reduction of a coaching position occurs, it may result in the loss of a level for a team sport.

With sports that are sponsored, but not funded by HBR CUSD #429, the corresponding association will provide final approval for any additions or reductions. A decision on any sport in which an intergovernmental cooperative agreement (IGA) is in place will be made utilizing the IGA in case of any conflict.

## **Bullying and Hazing Board Policy**

To reinforce our commitment in creating a team atmosphere void of hazing or bullying in any form between students and amongst staff and students, the Board Policy is shared below. If any hazing or bullying is observed by any staff or students, section (d) should be referenced and follow through must occur.

### **7:180 - Prevention of and Response to Bullying, Intimidation, and Harassment**

As stated in HBR CUSD #429 Board Policy 7:180:

The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted.

The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:

- (a) Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
- (b) Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- (c) Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- (d) Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

Parts (b) and (c), as stated, provide the needed information for appropriate action and possible training for staff members. Further clarification from HBR CUSD #429 Board Policy 7:180 is provided below for (a) and (d).

#### **(a) Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.**

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

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related

identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a 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 a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

#### Definitions from 105 ILCS 5/27-23.7

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

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's 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.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium

that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

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.

**(d) Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.**

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 as noted below. Reports can also be submitted by completing the [HBR Royal Reporting](#) form. Anonymous reports are also accepted.

Nondiscrimination Coordinator:

High School Principal  
P.O. Box 1210, 700 E. Lincoln Hwy.  
Hinckley, IL 60520  
HBRreport@hbr429.org  
815.286.7501

Complaint Managers:

Elementary School Principal  
600 W. Lincoln Hwy.  
Hinckley, IL 60520  
HBRreport@hbr429.org  
815.286.3400

Middle School Principal  
P.O. Box 247, 47W 984 Rt.30  
Big Rock, IL 60511  
HBRreport@hbr429.org  
630.556.4190

For access to the entire HBR CUSD #429 Board Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment, click [here](#).

## Stipend Calculation and Payment

Certain positions included in the Collective Bargaining Agreement receive stipends. For those positions, the following sections are designed to provide additional information on how the stipend is calculated and when payments for the stipends are made.

### Calculations

Stipend calculations are dependent on the base salary and years of experience. Each activity has a corresponding percentage that is multiplied by the base salary for the school year in which the staff is hired as the coach. The following chart represents the years in the position and the corresponding percentage increase:

<b>Years in Activity/Position</b>	<b>Stipend</b>
1-5 years	Base x %
6-10 years	Base x (% + 1%)
11-15 years	Base x (% + 1.5%)
16+ years	Base x (% + 2%)

The corresponding percentages tied to levels can be found in Appendix B of the Collective Bargaining Agreement.

If it is the desire of two individuals to split an extra-curricular activity, and they receive prior approval to do such, the pay will be calculated as follows:

- For each individual, take the number of years in the position to find the appropriate percentage of the base salary. Calculate the dollar amount and cut that amount in half.
- Example: Individual A, 12 years' experience as the MS Student Council Advisor, and Individual B, entering the first year of experience, are going to split this co-curricular position.
  - o Individual A stipend amount: 4.5% of base salary divided by 2
  - o Individual B stipend amount: 3% of base salary divided by 2

### Petition for review of position values

The Co-Curricular Committee is charged with the task of preparing a recommendation for negotiations related to stipends associated with both co-curricular and extra-curricular positions. With that in mind, an advisor or a coach may petition for a review of their stipend amount in the last year of the contract between the Board of Education of Community Unit School District No. 429 and the Hinckley-Big Rock Education Association. In order for the Co-Curricular Committee to have enough time to prepare a recommendation, the petitions will be received between August and November of the last year of the contract. The Co-Curricular Committee will then meet starting in December as they review the petitions and the values for all positions. The Co-Curricular Committee will have a recommendation to those involved in negotiations by February 1st of the last year of the contract.

**Payments**

Half of the stipend will be paid at the beginning of the season/activity and the remaining half of the stipend will be paid when the season/activity is completed. Any coaches that are not full-time staff of HBR CUSD #429 must submit a timesheet representing hours worked before the last stipend check is paid. For activities that are year-long, the stipend will be split amongst all paychecks.

## Appendix A

CUSD 429 is committed to the safety and security of our student athletes and in accordance with 105 ILCS 5/10-20.54 as such has implemented the following steps in managing a concussion.

The following document contains the protocol which will be followed by CUSD 429 in regards to the education, evaluation and follow up of an Athlete (and their family) in the case a suspected concussion occurs. For the purposes of this protocol and the safety of the student athlete, there will be no interpretation of the level of the sustained concussion, as to the steps we will follow. Each athlete who is evaluated with a concussion will be evaluated by the Return to Learn(RTL) team and will follow the the Return To Play (RTP) guidelines set forth. If a doctor restriction is greater than the RTP guidelines, the doctor criteria will be followed. If a doctor restriction is less than the RTP guidelines, based on research related to recovery time needed for healing from a concussion, we will err on the side of caution and follow our RTP and RTL guidelines.

- 1) Training requirements for all IESA and IHSA Coaches
  - a. Legal compliance of S.B. 7:
    - i. If you work as an athletic director, athletic coach (head or assistant), sideline cheer or dance coach, or marching band director, you must pass the Concussion Management Program examination with a score of 80% (24 out of 30) in order to be in compliance with state law. You may take the examination as many times as necessary to reach the 80% grade. You must retake the exam every two years to remain certified.
    - ii. In order to be in compliance with the legislation, individuals must access the links and complete the following:
      1. Watch the IHSA / IESA Concussion presentation. (Coach must log on to insure compliance is documented.)
      2. Complete the [NFHS Concussion Course](#). This is a free course provided by the NFHS. The course is comprised of a video presentation and test. Individuals will have to create an account and order the free course in order to complete this component.
      3. Review all of the [General Resource .pdf's](#) listed on the Concussion Certification webpage.



4. Successfully pass the [IHSA/IESA Concussion Test](#). (Coach must log on to insure compliance is documented.)
    - a. Individuals should print the final page that indicates their test score as proof of compliance.
  - b. Athletes and Families
    - i. Athletes are required to view the IHSA concussion presentation each year. This is also in line with state law.
    - ii. Families and the student athlete must sign the Concussion Information Form which is a part of our Student-Athlete Handbook. This is part of required documents which must be submitted in order to play.
      1. An Explanation will be provided to families concerning IMPACT baseline training, what it is, how it works and when it will be performed.
  - c. Teacher Training
    - i. Initial training (Who and How)
      1. Current teachers at the inservice in the fall
        - a. Teachers, Administrators, Paraprofessionals
      2. New teachers at “New teacher” orientation each fall
    - ii. What gets covered.
      1. Concussion overview video (samples below)
        - a. [Concussions in the classroom](#)
        - b. [Concussion management and Return to Learn Video](#)
      2. Train on the CUSD 429 protocol, including
        - a. Return to Learn (RTP) procedures
        - b. Return to Participate (RTP) overview
    - iii. Subsequent training
      1. Every two years- (Everyone who has gone thru the initial training retrains every two years as part of a GCN segment)
- 2) Student Athlete Baseline Testing
- a. ImPACT (Immediate Post-Concussion Assessment and Cognitive Test) testing is available to any athlete participating in sports. ImPACT testing provides a cognitive evaluation of brain functions based on speed and accuracy. A baseline test is given and if a suspected concussion is sustained, a post injury test can be given. This test is not used by the school or district to determine a concussion. It is used as a tool to be given to a physician in order to help diagnose the level of

concussion and treatment needed.

- b. ImPACT testing is not mandatory.
- c. ImPACT testing is given every two years, preferably freshman and junior years.

3) Injury evaluation and procedures.

- a. If an athlete suffers a head injury, coaches will remove the athlete and:
  - i. If a trainer is available, the trainer will provide the evaluation and make the next step recommendation.
  - ii. If no trainer is available, an assistant coach will evaluate the athlete on the sideline using one of the following options. (If no trainer or assistant coach is available, the head coach will evaluate the athlete)
  - iii. Acceptable methods of evaluation
    - 1. [Sideline evaluation tool](#)
    - 2. Sideline App
    - 3. Evaluation steps known via prior training and education
- b. If a concussion is suspected, or if any head injury has lingering concussion like symptoms, the following will occur:
  - i. Remove athlete from “play.”
  - ii. Inform the athlete’s parents or guardians, the athletic director and the nurse.
  - iii. Have them further evaluated by a trainer if available, or physician
    - 1. When going to a physician, athlete should retake the ImPact test
    - 2. Take the pre and post concussion tests to the physician
  - iv. Once cleared by a physician, Follow the RTL and RTP steps outlined in #4 and #5 below.
  - v. Provide parents with the [Post-concussion Consent Form](#), informing them of the steps to be taken by the school, and their rights to information.

4) RTL (Return To Learn) Procedures

- a. Prior to returning to the classroom:
  - i. The athlete will meet with the Nurse to review the RTL steps
    - 1. We will follow [RTL Recovery Stages](#) recommended by the Sports Concussion Institute
      - a. Recovery Stage 1:

- i. Complete physical and cognitive rest until medical clearance
  - b. Recovery Stage 2:
    - i. Return to School with Academic Accommodations
  - c. Recovery Stage 3
    - i. Continue more advanced Academic Accommodations
  - d. Recovery Stage 4
    - i. Full Recovery to Academics
- ii. The Nurse will inform the affected teachers and principal at the affected school level (high school or middle school) along with the high school Student Assistance Team (SAT) of RTL protocol required for that student
  - 1. CUSD 429 will follow [the guidelines in the RTL Protocol sheet](#), provided by Lurie Children's Hospital of Chicago
    - a. Each morning before class, the Nurse and student will meet to determine the step to be followed that day, given the symptoms which exist from the previous day.
    - b. The Nurse will communicate the daily evaluation to the affected teacher(s) along with the members of the HBRHS SAT.
    - c. The full "RTL" process must be completed prior to beginning the "RTP" process.

#### 5) RTP (Return To Participation) Procedures

- a. RTP may begin once released by a doctor and RTL process is complete
  - i. The athlete must present to the coach the RTL document signed off by the nurse.
- b. See attached ["RTP" document](#) for process required in order to return to participation. (Sports and Concussion Institute)
  - i. The athlete and the nurse will meet daily to evaluate progress each day.
  - ii. The nurse and athlete will validate each level of progression
- c. Once an athlete completes Stage 4 of the RTL protocol, they will begin at Stage 3 "Sport Specific Exercise".

- i. Stage 4 of the RTL will overlap Stage 2 of the RTP (because Light Aerobic occurs in PE Class during Stage 2 of RTL).
  - ii. If an athlete is not in PE, or they have not gone through Stage 2 of RTP, they will begin at Stage 2 of RTP their first day back.
- d. Progression through the listed steps occurs when the student athlete completes the previous step and remains symptom free for 24 hours. Symptom free means no lingering headaches, sensitivity to light/noise, fogginess, drowsiness, etc.
  - i. Light Aerobic Exercise
  - ii. Sport-Specific Exercise
  - iii. Non-Contact Training Drills
  - iv. Full-contact practice
  - v. Full Contact/participation in game play
- e. The athlete and coach will monitor the progress together on a daily basis, and review each day before practice.
- f. Once the athlete completes the five steps, symptom free, the athlete has completed RTP.
- g. In order to return to full participation the following must be submitted to the nurse:
  - i. The Doctor clearance note
  - ii. The completed RTL and RTP documents
  - iii. The signed Post-concussion Release Form
- h. The nurse will provide a note to the coach and Athletic Director that the Athlete is cleared and all paperwork on file.

## References

Sterling Newman High School  
 Plano High School  
 Indian Creek High School  
 Somonauk High School  
 The Illinois High School Athletic Association  
 The Illinois Elementary School Administration  
 The Center for Disease Control  
 The Sports Concussion Institute

**Appendix B**  
HINCKLEY-BIG ROCK CUSD #429  
ACCIDENT REPORT

BUILDING ☐ HBRES ☐ HBRMS ☐ HBRHS

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_

DATE \_\_\_\_\_ TIME \_\_\_\_\_

WHERE DID ACCIDENT/INCIDENT OCCUR

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EXPLANATION OF ACCIDENT/INJURY

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FIRST AID/ACTION TAKEN

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ADMINISTERED BY \_\_\_\_\_

WHERE DID THE PERSON GO AFTER FIRST AID?

☐ Classroom ☐ Hospital ☐ Home ☐ Doctor

WITNESS(ES) \_\_\_\_\_

PERSON IN CHARGE \_\_\_\_\_

COMPLETED BY OFFICE

TURNED INTO BUILDING OFFICE ON \_\_\_\_\_ AT \_\_\_\_\_

DATE TIME

RECEIVED BY \_\_\_\_\_