

## **School Board**

### **Administrative Procedure - Superintendent Committees**

The Superintendent or designee creates Superintendent or administrative committees as deemed necessary, makes all appointments, and directs all activities. A Superintendent or administrative committee reports directly to the Superintendent or designated administrator who directs its activities. The Superintendent or designee should consult the Board Attorney (a) concerning whether any of these committees must comply with the Open Meetings Act (OMA), and/or (b) to receive guidance for ensuring that the meetings either comply with OMA requirements or do not trigger OMA.<sup>1</sup> Unless otherwise indicated, the listed Superintendent or administrative committees are optional.

#### **Communicable and Chronic Infectious Disease Program Task Force**

This task force assists in the development and review of a chronic and infectious disease program consistent with the District's policies and State and federal laws and regulations, and reports directly to the Superintendent or designee. Appointments are made to the task force only if the Superintendent or designee determines that its input is desirable. See Board policies 5:40, *Communicable and Chronic Infectious Disease* (addressing personnel); and 7:280, *Communicable and Chronic Infectious Disease* (addressing students).

Task force members include the Superintendent or designee, the District medical advisor, a school nurse, and representatives from the School Board, local health department, PTA or PTO, the professional staff, and other employee groups.

#### **Communicable and Chronic Infectious Disease Review Team**

This review team monitors those employees and students who have a communicable and chronic infectious disease, and:

1. Reviews individual medical case histories.
2. Recommends the most appropriate educational setting for a student, which may include temporary removal from and return to the regular educational setting.
3. Recommends the most appropriate work setting for an employee; this may include retention in his/her present position, transfer to another position, or temporary excusal from or return to his/her work assignment.

---

The footnotes should be removed before the material is used.

<sup>1</sup> Superintendent and administrative committees are generally not governed by the Open Meetings Act (OMA), but the operation and function of specific committees may make the Act applicable. For example, any committee, whether superintendent or board, having as members at least a majority of the quorum (three out of seven) of the board, will be subject to OMA. 5 ILCS 120/1.02. For a five-member board, OMA is applicable when a quorum of board members (three out of five) sit on a committee. *Id.* Other factors that determine whether a committee is governed by OMA include "who appoints the members of the entity, the formality of their appointment, and whether they are paid for their tenure; the entity's assigned duties, including duties reflected in the entity's by-laws or authorizing statute; whether its role is solely advisory or whether it also has a deliberative or investigative function; whether the entity is subject to government control or otherwise accountable to any public body; whether the group has a budget; its place within the larger organization or institution of which it is a part; and the impact of decisions or recommendations that the group makes." *Univ. Prof'ls v. Stukel*, 344 Ill.App.3d 856, 865 (1st Dist. 2003).



Team members may include the District's medical advisor, a school nurse, the Building Principal, and the Superintendent or designee.<sup>2</sup>

The review team is guided by the Board's policies, Ill. Dept. of Public Health (IDPH) rules and regulations, and all other applicable State and federal laws. It reports directly to the Superintendent or designee. See also Board policies 5:40, *Communicable and Chronic Infectious Disease*; and 7:280, *Communicable and Chronic Infectious Disease*. The review team consults the employee's or the student's personal physician and local health department officials before making any recommendations.

The Communicable and Chronic Infectious Disease Review Team respects the privacy rights of each employee and student and takes such precautions as may be necessary to secure confidentiality.

#### Anaphylaxis Prevention, Response, and Management Committee

This committee develops and implements the District's Anaphylaxis Prevention, Response, and Management Program and reports directly to the Superintendent or designee. It monitors the program and establishes a schedule to ensure the Superintendent reports on the program's effectiveness to the Board at least once every three years. See Board policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, and administrative procedure 7:285-AP, *Anaphylaxis Prevention, Response, and Management Program*, based upon the Ill. State Board of Education (ISBE) Anaphylaxis Response Policy for Illinois Schools at: [www.isbe.net/Documents/Anaphylactic-policy.pdf](http://www.isbe.net/Documents/Anaphylactic-policy.pdf).

Committee members may include District-level administrators, Building Principals, the District Safety Coordinator (see administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), District 504 Coordinator (see exhibit 6:120-AP1, E1, *Notice to Parents/Guardians Regarding Section 504 Rights*), staff members, parents/guardians, community members, and students.

#### Employee Substance Abuse Prevention Committee

This committee makes recommendations directly to the Superintendent or designee regarding the issues of employee substance abuse and resulting employee conduct standards, and:

1. Cooperates with community and State agencies on substance abuse programs.
2. Gathers information about substance abuse and suggests methods to disseminate it to employees.
3. Develops a support network that encourages employees to self-refer for treatment and suggests procedures for early identification and treatment.
4. Recommends procedures that would protect the privacy of employees while taking into consideration any directives from the Board to the Superintendent regarding the District's obligation to provide a safe environment and to ensure high-quality performance, which may include but not be limited to:
  - a. Securing training for designated district employees to educate them to identify symptoms of being impaired by or under the influence of substances prohibited by policy. For guidance about what impaired by or under the influence of means, see:
    - i. Footnote numbers five and six in Board policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*;

---

The footnotes should be removed before the material is used.

<sup>2</sup> The team members listed align with prior joint guidance of the Ill. State Board of Education (ISBE) and the Ill. Dept. of Public Health. See <https://wordpress.uchospitals.edu/infectionprevention/files/2011/05/IDPH-Chronic-ID-in-schoolchildren.pdf>.



- ii. 625 ILCS 5/11-501.2 and 5/11-501.9, (chemical and other tests, validity, etc., a/k/a *field sobriety tests*);
  - iii. 410 ILCS 705/10-50(d) (“An employer may consider an employee to be impaired or under the influence of cannabis if the employer has a *good faith belief* that an employee manifests specific, articulable symptoms while working that decrease or lessen the employee’s performance of the duties or tasks of the employee’s job position, including symptoms of the employee’s speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others.”) (**Note:** Consult the Board Attorney about identifying cannabis use); and
  - iv. Professional development opportunities in the area, e.g., local law enforcement agencies may be a place to begin.
- b. Implementing a reasonable suspicion and/or drug testing<sup>3</sup> program(s) to enhance the District’s ability to identify and discipline employees suspected of being impaired by and/or under the influence of prohibited substances. **Note:** Consult the Board Attorney before implementing any drug-testing program(s) or disciplining employees based upon the results of these programs. Drug testing will likely assist the District with the challenges of identifying cannabis-related issues, but the science behind impairment identification and behavioral testing for cannabis impairment is new and emerging.
  - c. Addressing expectations for employees in positions of leadership who are perpetually on call<sup>4</sup> due to the nature of their positions and responsibilities.
  - d. Holding licensed educators to a higher standard than non-licensed employees due to their professional code of conduct expectations.
  - e. Holding employees working directly with students to a higher standard than employees not working directly with students.
  - f. Recommends a method to explicitly inform employees of the consequences of violating the District’s policy.
  - g. Recommends best practices for discipline of employees who are suspected of violating or are violating the District’s policy.<sup>5</sup>

Committee members may include the Superintendent or designee, the District’s medical advisor/medical review officer, and employee representatives from both professional and educational

The footnotes should be removed before the material is used.

<sup>3</sup> The best practice for ensuring the strongest defense when disciplining an employee for undertaking tasks while being impaired by and/or under the influence of prohibited substances is a confirmed, positive drug test used in combination with reasonable suspicion of impairment. Drug testing may be cost prohibitive and disruptive for school districts while also presenting several other legal considerations, including possible collective bargaining implications upon request by the employee representative. For example, while the Americans with Disabilities Act allows the results of such tests to be used as the basis for disciplinary action (42 U.S.C. §12114; 29 C.F.R. §1630.16(c)), drug tests may still violate other laws, e.g., Title VI and the Rehabilitation Act (42 U.S.C. §2000e *et seq.*; and 29 U.S.C. §701 *et seq.*). Identifying and disciplining employees for cannabis use on a drug test alone may present a unique set of challenges because cannabis can remain in a person’s system for weeks.

<sup>4</sup> See f/n 3 of sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*.

<sup>5</sup> Consult the board attorney regarding any disciplinary action explored for employees based solely on a positive cannabis test result. Employee discipline is an item on which collective bargaining may be required.



support personnel. The committee is guided by Board policies, administrative procedures, and relevant State and federal statutes. See Board policies 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and administrative procedure 5:120-AP2, *Employee Conduct Standards*.

#### Pandemic Planning Team

This team builds a strong relationship with the local health department and emergency medical agencies and uses their assistance to develop and implement a comprehensive pandemic influenza school action plan and build awareness of the final plan among staff, students, and the community. See Board policy 4:180, *Pandemic Preparedness; Management; and Recovery*, and its procedures.

Team members may include one or two Board members, administrators, and staff members. The team reports directly to the Superintendent or designee.

#### Sex Equity Committee

This committee supports the District's efforts to eliminate sexual harassment by advising the Superintendent or designee on prevention, intervention, and education. Committee members may include community representatives, District administrators, teachers, and students. See Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 7:10, *Equal Educational Opportunities*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

#### School Violence Prevention Team

This team builds awareness about and supports the development and implementation of the District's:

1. Targeted School Violence Prevention Program. See Board policy 4:190, *Targeted School Violence Prevention Program*, and administrative procedure 4:190-AP1, *Targeted School Violence Prevention Program*.
2. Anti-bullying program, as appropriate. See Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and administrative procedure 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*.

All Building Principals or their designees must serve on this team.<sup>6</sup> Other team members may include the District Safety Coordinator (see administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), law enforcement representatives, the Board Attorney, District psychologist(s), mental health workers and/or social service agencies, faith leaders, community members, and students. The team reports directly to the Superintendent or designee.

#### Transitional Bilingual Education (TBE) Programs Parent Advisory Committee<sup>7</sup>

**This committee is required.** The committee maximizes the practical involvement of parents/guardians of students in the District's TBE program(s). Its purpose is to:

---

The footnotes should be removed before the material is used.

<sup>6</sup> Including building principals on this team aligns with [sample](#) administrative procedure 4:190-AP1, *Targeted School Violence Prevention Program*, which provides that "Building Principals are mandatory for successful implementation" of a Targeted School Violence Prevention Plan.

<sup>7</sup> 105 ILCS 5/14C-10.



1. Afford parents/guardians the opportunity to effectively express their views; and
2. Ensure that the District's program(s) are planned, operated, and evaluated with the involvement of, and in consultation with, parents/guardians of students served by the program(s).

All Building Principals or their designees serve on this team.<sup>8</sup> Other committee members must include parents/guardians of students enrolled in the District's TBE program(s), transitional bilingual education teachers, counselors, and representatives from community groups. A majority of the committee members (or if the District has multiple committees, each committee) must be parents/guardians of students enrolled in the District's TBE program(s).<sup>9</sup>

This committee must elect officers, establish internal rules, guidelines, and procedures.<sup>10</sup> It reports directly to the Superintendent or designee.

#### Title I Parent Advisory Committee

This committee is required if the District receives or desires to receive Title I funds. See Board policy 6:170, *Title I Programs*; administrative procedure 6:170-AP1, E1, *District-Level Parent and Family Engagement Compact*; 20 U.S.C. §§6312(a)(1)(A), 6318(a)(2)(F). The committee supports the development and implementation of the District's Title I plan. Its activities may include, at the Superintendent or designee's directive:

1. Facilitating the active involvement of parents/guardians in their children's academic success by such activities as coordinating Title I parent-teacher conferences, providing information to help parents/guardians assist their children, coordinating volunteer or paid participation by parents/guardians in school activities, and establishing a process to respond to parents/guardians' inquiries and recommendations.
2. Distributing Title I informational materials.
3. Consulting on the District's Title I Plan.
4. Supporting the implementation of Board policy 6:170, *Title I Programs*.

Committee members include parents/guardians and family members of Title I children.<sup>11</sup> It reports directly to the Superintendent or designee.

#### PERA (Performance Educational Reform Act) Joint Committee and the RIF (Reduction in Force) Joint Committee<sup>12</sup>

Each committee listed below is required until its function has been fulfilled.

1. **PERA joint committee.** ~~This mandatory committee develops a plan for incorporating data and indicators of student growth into the evaluation plan.~~ The joint committee is "composed of equal representation selected by the district and its teachers, or where applicable, the exclusive bargaining representative of its teachers." 105 ILCS 5/24A-4(b-5), added by P.A. 104-20. This committee may, but is not required to, incorporate data and indicators on student growth as a

The footnotes should be removed before the material is used.

<sup>8</sup> Optional. If building principals do not serve on this committee and the district deletes this sentence, amend the next sentence's introductory words as follows: "Other committee members must include ...".

<sup>9</sup> 105 ILCS 5/14C-10.

<sup>10</sup> Id.

<sup>11</sup> Inclusion of parents/guardians and family members of Title I children on this committee aligns with 20 U.S.C. §6318(a)(2)(A), which requires a district to involve them in the joint development of a district's plan to help low-achieving children meet challenging achievement and academic standards, and in the development of comprehensive and targeted support and improvement plans.

<sup>12</sup> These committees are not subject to OMA. 105 ILCS 5/24A-4(b) and 105 ILCS 5/24-12(c).



~~factor in rating teaching performance in the teacher evaluation plan. Id.If, within 180 calendar days of the committee's first meeting, the committee does not reach an agreement on the plan, the District must implement ISBE's model evaluation plan with respect to the use of data and indicators on student growth.~~ The amendment of an evaluation plan continues to be a mandatory subject of bargaining. This committee also agrees to the panel of qualified evaluators that reviews appeals of unsatisfactory performance ratings and determines the criteria for successful appeals.<sup>13</sup> 105 ILCS 5/24A-5.5. This committee must also: (a) establish a teacher evaluation plan that ensures that each tenured teacher whose performance is rated as either excellent or proficient is evaluated at least once in the course of the three school years after receipt of the rating, and (b) implement an informal teacher observation plan established by ISBE rule and by agreement of this committee to ensure that each tenured teacher in this category is ~~at least~~ informally observed at least once in the course of the two school years after receipt of the excellent or proficient rating. 105 ILCS 5/24A-5.

2. **RIF joint committee.** This mandatory committee convenes annually to consider issues identified in the statute concerning the selection of teachers for layoff. 105 ILCS 5/24-12(c). On or before December 1 of each year, the RIF joint committee must be established and must hold its first meeting. It is composed of individuals appointed by the Board and the teachers (or the exclusive bargaining representative of its teachers).

#### Concussion Oversight Team <sup>14</sup>

The Concussion Oversight Team is required until its function has been fulfilled. State law requires the team to establish protocols for return-to-play and return-to-learn for students who have suffered a concussion or head injury during interscholastic athletic activities. See Board policy 7:305, *Student Athlete Concussions and Head Injuries*. 105 ILCS 5/22-80(d). The Board must appoint or approve a Concussion Oversight Team. Section 22-80(d) identifies who must be on each Concussion Oversight Team. A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, they must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. If it is not practicable for a physician, athletic trainer, and/or nurse to be on the Team and other licensed health care professionals are not appointed to serve on the Team, the Team may be composed of only one person who need not be a licensed healthcare professional; however, that individual may not be a coach.

#### Wellness Committee <sup>15</sup>

The Wellness Committee includes at least one representative from each of the following groups: parents, students, representatives of the school food authority, teachers of physical education, school

---

The footnotes should be removed before the material is used.

<sup>13</sup> The PERA joint committee does not determine what rating will be issued to replace an unsatisfactory rating in the event of a successful appeal; that issue must be collectively bargained. 105 ILCS 5/24A-5.5.

<sup>14</sup> 105 ILCS 5/22-80(d).

<sup>15</sup> Establishing a wellness committee is optional; if established, it should be listed here, or delete it if the board has not directed the superintendent to convene a wellness committee in policy 6:50, *School Wellness*. See f/n 27 in sample policy 6:50, *School Wellness*. The preamble to 7 C.F.R. §210.31(d)(1) suggests one method to comply with the rules is by: "identifying individuals" to serve on a "local school wellness policy committee." However, the final text of 7 C.F.R. §210.31(d)(1) does not specifically require districts to establish a local school wellness policy committee – only that they "permit [groups listed in the procedure above] to participate ...".



health professionals, a member of the Board,<sup>16</sup> school administrators,<sup>17</sup> and members of the community. Individuals of this committee will participate in the development, implementation, periodic reviews, and updates of Board policy 6:50, *School Wellness*. 7 C.F.R. §210.31(d)(1).

#### Children's Advocacy Center Communication Committee <sup>18</sup>

This committee supports the implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of Board policy 5:90, *Abused and Neglected Child Reporting*. It includes the District Nondiscrimination Coordinator, District Safety Coordinator, and at least one representative from each of the following groups: District-level administrators, Building Principals, school personnel, and employees from the accredited Children's Advocacy Center (CAC) that serves the District. The CAC Communication Committee reports directly to the Superintendent or designee. See Board policy 5:90, *Abused and Neglected Child Reporting*, and administrative procedure 5:90-AP1, *Coordination with Children's Advocacy Center*.

#### Educational Technology Committee <sup>19</sup>

This committee supports the following functions:

1. Implementation of Board policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*. Committee members may include the Head of Information Technology, District-level administrators, Building Principals, and teachers. See administrative procedure 7:345-AP, *Use of Educational Technologies; Student Data Privacy and Security*.
2. The District's submission of an annual report to ISBE regarding educational technology capacities and policies. <sup>20</sup>
3. Developing, monitoring, and updating the District's Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines for the use of AI. <sup>21</sup>

---

The footnotes should be removed before the material is used.

<sup>16</sup> See f/n 1 above. As much of the work of developing a plan to involve local stakeholders is administrative/staff work rather than governance work, the best practice is to have a wellness committee be an administrative committee, but consult the board attorney for guidance about the application of OMA when three or more board members serve on this committee.

<sup>17</sup> If a board wants to comply with the U.S. Dept. of Agriculture's encouragement to include Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators or educators in the group to provide input about the wellness policy, insert: "Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators, educators," immediately before: "and members of the community."

<sup>18</sup> Establishing a Children's Advocacy Center (CAC) communication committee is optional and only applies to school districts within a county served by an accredited CAC. See f/n 13 in sample policy 5:90, *Abused and Neglected Child Reporting*, and sample administrative procedure 5:90-AP1, *Coordination with Children's Advocacy Center*.

<sup>19</sup> Establishing an Educational Technology Committee is optional. The Student Online Personal Protection Act (SOPPA), 105 ILCS 85/, centralizes decision making about what K-12 online sites, services, and applications will be used in schools by requiring boards to adopt a policy for designating which district employees are authorized to enter into agreements with operators who collect personally identifiable information about students. See sample policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*, and sample administrative procedure 7:345-AP, *Use of Educational Technologies; Student Data Privacy and Security*.

<sup>20</sup> 105 ILCS 5/10-20.74. The sample policies that apply to this submission include, but are not limited to: 4:10, *Fiscal and Business Management*; 5:125, *Personal Technology and Social Media; Usage and Conduct*; 6:220, *Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct*; 6:230, *Library Media Program*; 6:235, *Access to Electronic Networks*; and 7:345, *Use of Educational Technologies; Student Data Privacy and Security*.

<sup>21</sup> See sample administrative procedure 6:235-AP3, *Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*. Delete Item #3 if a board has not adopted the optional **Use of Artificial Intelligence (AI)-Enabled Tools** subhead in policy 6:235, *Access to Electronic Networks*.



### Remote Learning Committee <sup>22</sup>

This committee develops a plan for instruction in grades pre-K through 12 and presents it to the Superintendent for approval who then presents it to the Board for adoption when the:

1. Governor declares a disaster due to a public health emergency (20 ILCS 3305/7); and
2. State Superintendent of Education declares a requirement for the District to implement and use Remote Learning Days (RLDs) or Blended Remote Learning Days (BRLDs).

After adoption of the plan by the Board, this committee supervises the implementation of administrative procedure 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)*, and exists until its function has been fulfilled.

### Time Out and Physical Restraint Oversight Team <sup>23</sup>

The Time Out and Physical Restraint Oversight Team is required. The Team includes, but is not limited to, Building Principals, teachers, paraprofessionals, school service personnel, and administrators to develop:

1. The District's plan, including school-specific considerations,<sup>24</sup> for reducing and eventually eliminating the use of isolated time out, time out, and physical restraint in accordance with the goals and benchmarks established by ISBE;<sup>25</sup> and
2. Procedures to implement the plan and make the plan available for review by parents/guardians.

The Team also supported the District's submission to ISBE of the plan by July 1, 2022, and of progress reports annually thereafter through July 1, 2024, as well as notification to parents/guardians when plans and progress reports were available for review.

---

The footnotes should be removed before the material is used.

<sup>22</sup> Establishing this committee is optional. 105 ILCS 5/10-30, requires "the district to adopt a remote and blended remote learning day plan approved by the district superintendent" when certain emergency conditions exist that are related to the management of a public health emergency under the Ill. Emergency Management Act. See f/n 1 in sample administrative procedure 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)*. A committee can assist the superintendent to ensure all the statutory requirements for implementing, monitoring, and amending the plan are met.

<sup>23</sup> 105 ILCS 5/2-3.130(e) requires boards to create a Time Out and Physical Restraint Oversight Team. As this is administrative/staff work rather than governance work, the best practice is to have the team be an administrative committee but consult the board attorney for guidance.

<sup>24</sup> An *entity-specific plan* (district-specific plan) is required by 105 ILCS 5/2-3.130(e), amended by P.A. 103-175; however, final ISBE rules at 23 Ill.Admin.Code §1.285(k)(1)(B) go beyond the authority of the statute and require a *school district plan* that includes *school-specific recommendations*.

A plan is required unless a district can show that it: (1) has not used physical restraint, time out, and isolated time out (RTO) within the previous three years, (2) has adopted a policy prohibiting the use of RTO, and (3) enforces the policy. 105 ILCS 5/2-3.130(f); 23 Ill.Admin.Code §1.285(k)(1)(B). Consult the board attorney to determine if a team is required for a district; a team may still be required by law even if no plan is required.

The plan must include, but is not limited to, specific actions being taken by the school to: (1) reduce and eventually eliminate relying on RTO for behavioral interventions and develop noncoercive environments, (2) develop individualized student plans (separate from a student's individualized education program or 504 plan) that aim to prevent the use of RTO, (3) ensure that appropriate school personnel are fully informed of the student's history, including any history of physical or sexual abuse, and other relevant medical and mental health information, except that any disclosure of student information must be consistent with laws and rules governing student confidentiality and privacy rights, and (4) support a vision for cultural change that reinforces using the following in lieu of RTO: positive behavioral interventions and supports, effective ways to de-escalate situations, crisis intervention techniques, and debriefing meetings to reassess what occurred and why. 105 ILCS 5/2-3.130(e)(1)-(4).

<sup>25</sup> ISBE's initial goal is for a 25% reduction in the use of RTO over a 12-month period for students experiencing five-plus instances in a 30-day period. ISBE intends to periodically revise this goal in order to systemically reduce and eventually eliminate the use of RTO. See [www.isbe.net/Pages/restraint-time-out.aspx](http://www.isbe.net/Pages/restraint-time-out.aspx) for further information, including ISBE's *RTO Reduction Plan Directions and Checklist*, and *Reduction Plan Submittal Template*.



OK as is

## **School Board**

### **Administrative Procedure – Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin**

The District responds to all reports of alleged discrimination and harassment based on an individual's race, color, or national origin in violation of federal law, State law, and/or Board policy. Use this procedure and 2:260-AP1, *Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct*, to implement the District's response to reports of discrimination and harassment based on a student's, employee's, or community member's race, color, or national origin, as well as any related complaints of retaliation.

#### **Training**

<b>Actor</b>	<b>Action</b>
Superintendent or Designee	<p>Ensures all District employees receive training on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years. Uses the model training program developed by the Ill. Dept. of Human Rights (IDHR), <a href="https://dhr.illinois.gov/training/racism-free-schools">available at: https://dhr.illinois.gov/training/racism-free-schools</a>, or another training program that includes, at a minimum, the following (775 ILCS 5/5A-103(b), added by P.A. 103-472, <del>eff. 8-1-24</del>):</p> <ol style="list-style-type: none"><li>1. A primary focus on prevention of discrimination and harassment based on race, color, and national origin and retaliation;</li><li>2. An explanation of discrimination and harassment based on race, color, and national origin and an explanation of retaliation;</li><li>3. Examples of conduct that constitute discrimination and harassment based on race, color, and national origin and retaliation;</li><li>4. An explanation, with examples, of how patterns of conduct can, taken together over time, rise to the level of bullying, harassment, or discrimination;</li><li>5. An explanation of the difference between discrimination based on disparate treatment and discrimination based on disparate impact;</li><li>6. A summary of other classes that are protected from harassment and discrimination, and a statement that training intended to improve recognition of discrimination based on race, color, and national origin does not diminish protections under the law for other protected classes;</li><li>7. An explanation of the difference between harassment as defined under the Ill. Human Rights Act (IHRA) and bullying;</li><li>8. A summary of relevant federal and State statutory protections and remedies available to victims concerning discrimination and harassment based on race, color, and national origin, and retaliation, including, but not limited to, a summary of the IHRA's protections from discrimination, harassment and retaliation in the following</li></ol>



Actor	Action
	<p>contexts: (a) students toward other students; (b) teachers and other school employees toward students; (c) students toward teachers and other school employees; and (d) teachers and other school employees toward other teachers and other school employees.</p> <p>9. Directions on how to contact the IDHR if a school fails to take corrective action to stop the harassment or discrimination;</p> <p>10. A summary of responsibilities of schools in the prevention, investigation, and corrective measures of discrimination, harassment, and retaliation, including, but not limited to, explanation of responsibilities in the contexts listed in item #8, above; and</p> <p>11. An explanation of the liability for discrimination, harassment, and retaliation under the IHRA.</p> <p><u>Directs all employees to submit documentation that they completed the training to their Building Principal or other designated administrator.</u></p> <p><u>Provides documentation of training compliance at the District to the Regional Office of Education upon request.</u></p>
<u>All District employees</u>	<p><u>Participate in training on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.</u></p> <p><u>Submit documentation verifying training compliance in accordance with instructions provided by the Superintendent or designee.</u></p>

#### Reporting

Actor	Action
All District employees	<p>Upon receiving a report of an allegation of discrimination or harassment based on race, color, or national origin, or any other conduct prohibited by Board policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>:</p> <ol style="list-style-type: none"> <li>1. If applicable, immediately reports a suspicion of child abuse or neglect to the Ill. Dept. of Children and Family Services on its Child Abuse Hotline 1-800-25-Abuse (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY)).</li> <li>2. Promptly forwards the report of the allegation of discrimination or harassment to the District's Nondiscrimination Coordinator or a Complaint Manager.</li> </ol>

#### Investigation

Actor	Action
Nondiscrimination Coordinator or Complaint Manager	Follows the internal complaint process in policy 2:260, <i>Uniform Grievance Procedure</i> , and the guidelines in 2:260-AP1, <i>Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform</i>



	<p><i>Grievance Procedure, and Allegations of Misconduct.</i> In addition, does the following:</p> <p>In the case of an anonymous report, investigates the allegation(s); however, in no case can an anonymous report be the sole basis of disciplinary action against a student or employee. 105 ILCS 5/22-95(c)(3) <del>(final citation pending)</del>, added by P.A. 103-472, <del>eff. 8-1-24</del>.</p> <p>Assigns the Building Principal to investigate allegations of student misconduct, in accordance with this procedure.</p> <p>Permits any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied by a support individual<sup>1</sup> of the person's choice when making a report. 105 ILCS 5/22-95(c)(2) <del>(final citation pending)</del>, added by P.A. 103-472, <del>eff. 8-1-24</del>.</p> <p>If a support individual is accompanying a complainant, reminds the support individual that he or she:</p> <ol style="list-style-type: none"> <li>1. May be present for emotional support of the complainant, but may not respond on the complainant's behalf, act as the complainant's advocate, or otherwise disrupt the interview.</li> <li>2. Must abide by school rules for visitors, including Board policy 8:30, <i>Visitors to and Conduct on School Property</i>. 105 ILCS 5/22-95(c)(2) <del>(citation pending)</del>, added by P.A. 103-472, <del>eff. 8-1-24</del>.</li> <li>3. Is expected to maintain confidentiality.</li> </ol> <p>Informs the complainant that he/she is protected from retaliation and will not suffer adverse consequences as a result of the complaint or investigation. Explains the protection from retaliation does not mean the complainant is exempt from adverse consequences for conduct not related to the investigation. 105 ILCS 5/22-95(c)(6) <del>(final citation pending)</del>, added by P.A. 103-472, <del>eff. 8-1-24</del>.</p> <p>When appropriate, offers the complainant the option to resolve allegations directly with the offender, but does not require or unduly influence the complainant to accept this option. 105 ILCS 5/22-95(c)(5) <del>(final citation pending)</del>, added by P.A. 103-472, <del>eff. 8-1-24</del>.</p> <p>Based on the findings of the investigation, makes recommendations to the Superintendent regarding remedial interventions and/or disciplinary action. For employees, examples of possible remedial interventions include additional training and restorative justice practices. For students, examples of possible remedial interventions include behavior intervention supports, schedule alterations, assigned seating arrangements, and restorative justice practices.</p>
--	---

The footnotes should be removed before the material is used.

<sup>1</sup> The term *support individual* is not defined, but the law does not specifically grant the complainant the right to have an attorney present. Contact the board attorney if the complainant indicates he or she plans to bring an attorney to an investigatory interview.



ADMIN PROC.: 2:260-AP1 (Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct)

DRAFT



OK as is

## **Operational Services**

### **Administrative Procedure - Third Party Non-Instructional Contracts**

When completed, this procedure documents that the ~~requirements-conditions required by~~ 105 ILCS 5/10-22.34c, amended by P.A. 104-393, eff. 7-1-26, have been fulfilled, thereby allowing the ~~School~~ Board to approve a contract for third party non-instructional services currently performed by any employee or bargaining unit member (such as, but not limited to, custodial services, student transportation, and school meal services). However, these conditions are not mandatory for the Board to enter into a contract, of no longer than three months in duration, with a third party for non-instructional services currently performed by an employee or bargaining unit member for the purpose of augmenting the current workforce in an emergency situation that threatens the safety or health of the District's students or staff, provided that the Board meets all ~~of its obligations under the Ill. Educational Labor Relations Act~~ requirements under 105 ILCS 5/10-22.34c(b), amended by P.A. 104-393, eff. 7-1-26. For emergency contracts with third parties for non-instructional services, use administrative procedure 4:60-AP2, E, Checklist for Third Party Non-Instructional Emergency Contracts.

Name of proposed contractor: \_\_\_\_\_

Name and description of proposed contract for third party non-instructional services: \_\_\_\_\_

\_\_\_\_\_

Effective date of proposed contract: \_\_\_\_\_

Each of the following conditions must be checked to document that it was present or fulfilled:

- ☐ Any lay-off resulting from entering into the contract for third party non-instructional services will comply with the applicable collective bargaining agreement and/or Board policy 5:290, *Employment Terminations and Suspensions*.
- ☐ The proposed contract will not be entered into or become effective during the term of an applicable collective bargaining agreement covering any employees who perform the non-instructional services.
- ☐ The proposed contract will take effect upon or after the expiration of an existing collective bargaining agreement.
- ☐ The proposed contractor has submitted a bid that includes the following:
  - A. Evidence of liability insurance in scope and amount equivalent to the liability insurance provided by the Board pursuant to 105 ILCS 5/10-22.3;
  - B. A benefits package for the third party's employees who will perform the non-instructional services comparable to the benefits package provided to District employees who perform those services;
  - C. A list of the number of employees who will provide the non-instructional services, the job classifications of those employees, and the wages the proposed contractor will pay those employees;



- D. A minimum three-year cost projection, using generally accepted accounting principles, and which the proposed contractor is prohibited from increasing if the bid is accepted by the Board, for each and every expenditure category and account for performing the non-instructional services;
- E. Composite information about the criminal and disciplinary records, including alcohol or other substance abuse, Ill. Dept. of Children and Family Services complaints and investigations, traffic violations, and license revocations or any other licensure problems, of any employees who may perform the non-instructional services, provided that the individual names and other identifying information of employees need not be provided with the submission of the bid, but must be made available upon request of the Board; and
- F. An affidavit, notarized by the president or chief executive officer of the proposed contractor, that each of its employees has completed a criminal background check as required by 105 ILCS 5/10-21.9 within three months prior to submission of the bid, provided that the results of such background checks need not be provided with the submission of the bid, but must be made available upon request of the Board.
- ☐ The following is attached or otherwise available: a cost comparison, using generally accepted accounting principles, of each and every expenditure category and account that the District projects it would incur over the term of the contract if it continued to perform the non-instructional services using its own employees with each and every expenditure category and account that is projected the proposed contractor would incur if it performed the non-instructional services.
- ☐ The Board reviewed and considered all bids by third parties to perform the non-instructional services in open session of a regularly scheduled Board meeting, unless the exclusive bargaining representative of the employees who perform the non-instructional services, if any such exclusive bargaining representative exists, agreed in writing that such review and consideration could take place in open session at a specially scheduled Board meeting.
- Date of Board meeting: \_\_\_\_\_
- ☐ Each of the following occurred:
1. A minimum of one public hearing, conducted by the Board prior to a regularly scheduled Board meeting, to discuss the proposed contract was held before the Board entered such contract.
- Date of hearing: \_\_\_\_\_
2. The Board provided notice to the public of the date, time, and location of the first public hearing on or before the initial date that bids to provide the non-instructional services are solicited or a minimum of 30 days prior to entering into such a contract, whichever provides a greater period of notice.
- Date and manner of notice ([attach copy](#)): \_\_\_\_\_
- ☐ The proposed contract contains provisions requiring the proposed contractor to offer available employee positions pursuant to the contract to qualified School District employees whose employment is terminated because of the contract.
- ☐ The proposed contract contains provisions requiring the proposed contractor to comply with a policy of nondiscrimination and equal employment opportunity for all persons and to take affirmative steps to provide equal opportunity for all persons.



October 2025

4:60 AP2, E

**Operational Services****Exhibit - Checklist for Third Party Non-Instructional Emergency Contracts**

Use this procedure to document that the requirements of 105 ILCS 5/10-22.34c(b), amended by P.A. 104-393, eff. 7-1-26, have been fulfilled, allowing the Board to approve an emergency contract for third party non-instructional services currently performed by any employee or bargaining unit member for the purpose of augmenting the current workforce in an emergency situation. **Consult with the Board Attorney before proceeding with an emergency contract.**

Name of proposed emergency contractor: \_\_\_\_\_

Name and description of proposed emergency contract for third party non-instructional services: \_\_\_\_\_

Effective date of proposed emergency contract: \_\_\_\_\_

- ☐ There is an *emergency situation*, meaning a sudden and unforeseen event or change in circumstances that would result in a near-term interruption of non-instructional services that calls for immediate action. Explain and attach any supporting documentation: \_\_\_\_\_
- ☐ The emergency threatens the safety or health of the District's students or staff. Explain and attach any supporting documentation: \_\_\_\_\_
- ☐ The proposed emergency contract is limited to three months' duration.
- ☐ The Board has met its obligations under the Illinois Educational Labor Relations Act (consult the Board Attorney).

The vacant positions used for augmenting the current workforce will be posted on:

- ☐ The District's website, in a manner that is easily accessible to the affected bargaining unit and the general public (attach copy once posted).
- ☐ All other platforms on which the District advertises its vacancies (e.g., online job portal, databases, social media sites) (attach copies once posted).
- ☐ The vacancy postings will remain active for the entirety of the emergency contract and any renewed emergency contract until it expires. Dates postings were maintained, once posted: \_\_\_\_\_



If the Board, for any reason, seeks to renew or enter into a new emergency contract (of any type) to augment the workforce for the same group of employees **two** times following the initial emergency contract, **one** of the following has occurred:<sup>1</sup>

- ☐ The Board conducted a minimum of one public hearing, prior to a regularly scheduled Board meeting, to discuss the proposed emergency contract before the Board renewed or entered such contract.

Date of hearing: \_\_\_\_\_

The Board provided notice to the public of the date, time, and location of the first public hearing on or before the initial date that bids to provide the non-instructional services are solicited or a minimum of 30 days prior to entering into such a contract, whichever provides a greater period of notice.

Date and manner of notice (attach copies): \_\_\_\_\_

**OR**

- ☐ The Board obtained mutual agreement with the affected bargaining unit, codified in a memorandum of understanding (MOU) that includes the development of a recruitment and retention plan. **Note:** The mutual agreement may not be used by the affected bargaining unit as a means to compel the Board to reopen the existing collective bargaining agreement. The recruitment and retention plan may also consider a timeline for the use of the third party, the rational for the use of the third party, a clear job description, a targeted advertising plan, comparable pay and benefits, and additional incentives (attach copy of MOU).

If the Board, for any reason, seeks to renew or enter into a new emergency contract (of any type) to augment the workforce for the same group of employees **three** times following the initial emergency contract: <sup>2</sup>

- ☐ The Board obtained mutual agreement with the affected bargaining unit, codified in a memorandum of understanding (MOU) that includes the development of a recruitment and retention plan. (attach copy of MOU).

---

The footnotes should be removed before the material is used.

<sup>1</sup> The law does not specify that contract renewals or new contracts entered into after the initial emergency contract must be consecutive for these additional conditions to apply for the same emergency situation. Consult the board attorney for guidance on this issue.

<sup>2</sup> See f/n 1, above.

OK as is

## **Operational Services**

### **Administrative Procedure - Resource Conservation**<sup>1</sup>

#### Definitions

*De-inked stock* – Paper that has been processed to remove inks, clays, coatings, binders, and other contaminants.

*High grade printing and writing papers* – Includes offset-printing paper, duplicator paper, writing paper (stationery), tablet paper, office paper, note pads, xerographic paper, envelopes, form bond including computer paper and carbonless forms, book papers, bond papers, ledger paper, book stock, and cotton fiber papers.

*Paper and paper products* – High-grade printing and writing papers, tissue products, newsprint, unbleached packaging, and recycled paperboard.

*Postconsumer material* – Only those products generated by a business or consumer, that have served their intended end uses, and that have been separated or diverted from solid waste; wastes generated during the production of an end product are excluded. Postconsumer material includes:

- Paper, paperboard, and fibrous waste from retail stores, office buildings, homes and so forth, after the waste has passed through its end usage as a consumer item, including used corrugated boxes, old newspapers, mixed-waste paper, tabulating cards, and used cordage; and
- All paper, paperboard, and fibrous wastes that are diverted or separated from the municipal waste stream.

*Recovered paper material* – Paper waste generated after the completion of the papermaking process, such as postconsumer material, envelope cuttings, bindery trimmings, printing waste, cutting and other converting waste, butt rolls, and mill wrappers, obsolete inventories, and rejected unused stock. “Recovered paper material,” however, does not include fibrous waste generated during the manufacturing process such as fibers recovered from waste water or trimmings of paper machine rolls (mill broke), or fibrous by-products of harvesting, extraction or woodcutting processes, or forest residues such as bark. Recovered paper material includes:

- Postconsumer material;
- Dry paper and paperboard waste generated after completion of the papermaking process (that is, those manufacturing operations up to and including the cutting and trimming of the paper machine reel into smaller rolls or rough sheets), including envelope cuttings, bindery trimmings, and other paper and paperboard waste resulting from printing, cutting, forming and other converting operations, or from bag, box, and carton manufacturing, and butt rolls, mill wrappers, and rejected unused stock; and
- Finished paper and paperboard from obsolete inventories of paper and paperboard manufacturers, merchants, wholesalers, dealers, printers, converters or others.

*Recycled paperboard* – Includes paperboard products, folding cartons and pad backings.

---

The footnotes should be removed before the material is used.

<sup>1</sup> With the exception of activities listed under the **Solid Waste Reduction** subhead, these procedures restate State law. 105 ILCS 5/10-20.19c, [amended by P.A. 104-391](#).



*Tissue products* – Includes toilet tissue, paper towels, paper napkins, facial tissue, paper doilies, industrial wipers, paper bags, and brown papers. These products shall also be unscented and shall not be colored.

*Unbleached packaging* – Includes corrugated and fiber storage boxes.

#### Procurement Procedures and Specifications for Products and Supplies

Procurement procedures and specifications for products and supplies shall be periodically reviewed to ensure that the District is: (a) purchasing products and supplies that are reusable, durable, or made from or contain recycled materials, if economically and practically feasible, and (b) giving preference to products and supplies containing the highest amount of recycled material and that are consistent with the effective use of the product or supply, if economically and practically feasible.

#### Recycled Paper and Paper Products Purchases

I. Whenever economically and practically feasible, at least 75% of the total dollar value of paper and paper products purchased by the District will be recycled paper and paper products.

~~All paper purchased for publishing student newspapers must be recycled newsprint.~~ Paper and paper products purchased from private sector vendors pursuant to printing contracts are exempted from this requirement.

II. Wherever economically and practically feasible, recycled paper and paper products shall contain postconsumer or recovered paper materials as follows:

- Recycled high grade printing and writing paper shall contain at least 50% recovered paper material and shall consist of at least 50% de-inked stock or postconsumer material.
- Recycled tissue products shall contain at least 45% postconsumer material.
- Recycled newsprint shall contain at least 80% postconsumer material.
- Recycled unbleached packaging shall contain at least 55% postconsumer material.
- Recycled paperboard shall contain at least 95% postconsumer material.

These regulations do not apply to art materials, nor to any newspapers, magazines, textbooks, library books or other copyrighted publications that are purchased or used by the District or any school or attendance center within the District, or that are sold in any school supply store operated by or within any such school or attendance center.

#### Solid Waste Reduction <sup>2</sup>

The Superintendent will appoint a team of interested individuals representing various District departments to:

1. Periodically review methods and procedures to reduce solid waste generated by academic, administrative, and other institutional functions. These procedures must be designed to, when economically and practically feasible, recycle the District's waste stream, including without limitation landscape waste, computer paper, and white office paper.
2. Establish a goal for reduction in the amount of solid waste generated by the District, when it is economically and practically feasible to do so.
3. Identify indicators to monitor the District's progress toward achieving any established solid waste reduction goal. As necessary, the procedures and methods shall be adjusted and refined.

---

The footnotes should be removed before the material is used.

<sup>2</sup> This section contains several of the many ways a district may comply with 105 ILCS 5/10-20.19c. State law requires the periodic review of procedures to reduce solid waste. The activities #1-6 listed in the last paragraph are [only ideas provided as examples](#) and should be customized.

4. Make periodic progress reports to the Superintendent or designee.

The team shall devise and oversee methods for making the following activities part of the District culture:

1. Staff members actively pursue waste reduction and prevention activities. Examples include:
  - a. Printing and copying individual documents on both sides of the page.
  - b. Setting computer ~~programs software for default two-sided printing including, e.g.,~~ word processing, spreadsheets, electronic mail, ~~and othersto default to two-sided printing.~~
  - c. Printing or copying only the pages needed.
  - d. Routing memos and newsletters.
  - e. Providing trays to collect and reuse one-sided paper.
  - f. Reducing unwanted mail and eliminate excess mailings.
2. Staff members and students seek to reuse or recycle materials to divert them from the waste stream whenever possible.
3. A training plan instructs staff members and students in waste reduction and recycling practices.
4. The District's solid waste reduction program is publicized and its benefits are emphasized, including cost savings by lowering supply acquisition and disposal costs.
5. An incentive program to reduce solid waste exists, e.g., through school recognition programs.
6. Staff and students are encouraged to be innovative and suggest improvements to procedures and practices.

LEGAL REF.: 105 ILCS 5/10-20.19c.