

REFORMATTED

November 2021-June 2026

5:100-AP

General Personnel

Administrative Procedure - Staff Development Program

The following procedure implements Board policy 5:100, *Staff Development Program*. It sets professional growth requirements. 105 ILCS 5/24-5. Failure to meet professional growth requirements is considered remediable. Morris v. Ill. State Bd. of Educ., 198 Ill.App.3d 51 (3rd Dist. 1990).

This procedure is consistent with the minimum requirements of State law. If the District has a local collective bargaining agreement, it may contain provisions that differ from this procedure. When the procedure's subject matter is superseded by a bargaining agreement, insert the following: "Please refer to the current [*insert name of any applicable CBA*]."

Implementation of Staff Development Program

All District-sponsored staff development programs, including in-services, shall be approved by the Superintendent. Staff development opportunities exist through the following:

1. Planned in-service programs, courses, seminars, and workshops are offered within the District. Every staff member is encouraged to suggest topics, formats, and speakers for in-service meetings. Suggestions should be given to the Superintendent or any member of the advisory committee, if one exists.
2. Visits to other classrooms and schools, as well as attendance at conferences, workshops, and other meetings may be requested.

With the Superintendent's approval, staff members may be released with full pay to:

- Attend professional conventions and meetings, visit exemplary programs, ~~as well as and~~ participate in other professional growth activities. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
 - Serve as speakers, consultants, or resource persons outside the District. The staff member accepting such assignments may not accept any fee or honorarium other than a reasonable fee for preparation done outside of the working day. The employee or the institution receiving the services is responsible for travel, lodging, meal expenses, and for substitute costs if any are incurred.
 - Attend training and staff development programs sponsored by an Educational Service Center (105 ILCS 5/2-3.62), the Ill.~~inois~~ State Board of Education, a Regional Office of Education, the Ill.~~inois~~ Association of School Boards, or any other professionally-sponsored education program. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
3. Leaves of absence for advanced training and internships are governed by ~~School~~ Board policy and/or collective bargaining agreements, if any.
 4. The topics to be covered on days declared as Teacher Institutes (TI) must be approved by the Regional Offices of Education (ROE) or Intermediate Service Centers (ISC), whichever is applicable, governing the schools of that region. The request for approval should be submitted to

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- the Regional Superintendent (for ROEs) or ~~Chief Administrative Officer~~Executive Director (for ISCs) at least 30 days prior to the event. ¹
5. Many opportunities for on-going professional development ~~opportunities~~ exist. Staff members are encouraged to discuss their plans for identifying and optimizing these opportunities with their supervisors.
 6. For nutrition directors and school nutrition professionals, the annual training standards for school nutrition professionals. 7 C.F.R. Parts 210 and 235.

LEGAL REF.: Morris v. Ill. State Bd. of Educ., 198 Ill.App.3d 51 (3rd Dist. 1990).
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010.
7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.48, 5/2-3.53, 5/2-3.56, 5/2-3.59, 5/2-3.62, 5/3-11, 5/3-14.8, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), and 5/24-5.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
~~105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.~~
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.

The footnotes should be removed before the material is used.

¹ Submitting an approval request 30 days prior to an event is not required by law but is a best practice. Check with your local ROE or ISC for any required approval timelines and amend this administrative procedure accordingly.

General Personnel

Administrative Procedure - Email Retention¹

Emails, including attachments, sent or received by the District or District employees may be, depending on their content, subject to disclosure under the Freedom of Information Act ([FOIA](#)) and/or discovery in litigation as evidence in support of a claim. Employees must use the same standards of judgment, propriety, and ethics with email as they do with other forms of school business-related communications.

Accordingly, Employees have the same responsibilities for email messages as they do for any other communication and must distinguish between record and non-record messages, unless their email messages are automatically archived and permanently retained by the District. This allows for the proper storage or disposal of email. However, no District record, no matter its form, may be destroyed if it is subject to a litigation hold. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. For guidance on School Board member use and retention of email, see [exhibit 2:140-E, Guidance for Board Member Communications, Including Email Use](#). For help with these responsibilities, please contact the District's FOIA Officer.

Non-Record Messages

Email messages are *non-record messages* if they do not evidence the District's organization, function, policies, procedures, or activities; or do not contain informational data appropriate for preservation. These are generally ~~informal or preliminary drafts, notes, recommendations, or memoranda that~~ do not contain official action. Examples include:

1. Personal correspondence not received or created in the course of District or school business, such as, "What's for dinner?" or "I'll be glad to drive to the meeting."
2. Duplicates of notices concerning meetings or workshops, dates, discussion topics, or material to prepare for or to be discussed during a meeting.
3. ~~Publications or promotional materials from vendors and similar materials that are sent as part of mass marketing campaigns~~ Junk mail, which includes any unsolicited commercial electronic communication sent to the District and not responded to by the District.
4. ~~Correspondence containing recommendations or opinions that are preliminary to a decision, unless appropriate for preservation, e.g., legal opinions.~~
5. ~~4.~~ Informal correspondence to parents/guardians concerning school activities or an individual student's progress or assignments provided the messages do not contain notice of final or official action, e.g., final grades.

The footnotes should be removed before the material is used.

¹ The process for managing email storage and disposition is generally a local matter subject to the Local Records Act (50 ILCS 205/ amended by P.A. 104-438; governs which documents must be kept until destroyed pursuant to an approved record retention schedule); and/or the Freedom of Information Act (5 ILCS 140/ amended by P.A. 104-438; governs the disclosure of public records; and Federal Rules of Civil Procedure, Rules 16 and 26, prohibits the destruction of material during a discovery hold). See [sample administrative procedure 2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules](#). For guidance on board member use and retention of email, see [sample exhibit 2:140-E, Guidance for Board Member Communications, Including Email Use](#).

- ~~6. Draft material, except when appropriate for preservation, e.g., draft collective bargaining agreement language.~~

If the email is a *non-record message*, the employee should delete it as soon as its purpose is fulfilled unless the email is subject to a litigation hold. The goal is to control excessive accumulation of material.

Official Record Messages ²

Email messages are *official record messages* if they are evidence of the District's organization, function, policies, procedures, or activities or contain informational data appropriate for preservation. Some examples include:

1. Policy documents or contract-related documents.
2. Correspondence, e.g., letters, memos, or emails from individuals, companies, or organizations requesting information about the District or school policies or practices and the responses to these requests.
3. Project reports.
4. Correspondence dealing with significant aspects of District administration or a school executive office, including messages containing information concerning policies, programs, fiscal and personnel matters, and contracts.
5. Correspondence between Board members regarding District business. ³
6. Updates provided to a student's parent/guardian about the student's final grades/progress or a disciplinary matter.
7. Correspondence between administrators regarding an employee investigation.
8. Legal opinions.
9. Correspondence containing recommendations or opinions that are preliminary to a decision.
10. Draft collective bargaining agreement language.

Official record messages should routinely be transferred to the records maintenance location identified by the Records Custodian or Head of Information Technology (IT). Before transferring the message, the employee should identify it as belonging in one of the categories of records established by the Records Custodian or Head of IT. Once transferred, it becomes the official copy, and the original electronic version may be deleted according to the District's approved record preservation and retention schedule. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

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² Note that messages that qualify as *official record messages* may still be exempt from disclosure under the Freedom of Information Act, e.g., legal opinions, preliminary drafts in which opinions are expressed, or policies or actions are formulated, and student records. See 5 ILCS 140/7 and 140/7.5.

³ Any electronic communication discussing district business that circulates among a majority of a quorum of the board may qualify as a *meeting* for purposes of the Open Meetings Act, 5 ILCS 120/1.02 and 120/4. See sample policy 2:140, *Communications To and From the Board*, and sample exhibit 2:140-E, *Guidance for Board Member Communication, Including Email Use*.

OK as is,
Share w/
Lisa Hanaker

General Personnel

Administrative Procedure - Resource Guide for Family and Medical Leave

School Code

105 ILCS 5/24-6.4, ~~added by P.A. 102-335~~ (mandates a lower 1,000 hour threshold for FMLA eligibility rather than 1,250 hours).

Web-Online Resources

Compilation of resources from the U.S. Dept. of Labor (DOL), Wage & Hour Division
www.dol.gov/whd/fmla

Revised FMLA Poster

www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf

Certification of Health Care Provider for Employee's Serious Health Condition

www.dol.gov/whd/forms/WH-380-E.pdf

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Note: Consult the Board Attorney to ensure that: (1) the District is using the most recent version of the DOL's FMLA notification and certification forms, (2) Genetic Information Nondiscrimination Act (GINA) safe harbor protections are adequately customized into these forms (the DOL did not include in its forms the specific instructions included in GINA's sample safe harbor provision), and (3) both federal and State law requirements are met.

Certification of Health Care Provider for Family Member's Serious Health Condition

www.dol.gov/whd/forms/WH-380-F.pdf

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See Note, above.

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Notice of Eligibility and Rights & Responsibilities

www.dol.gov/whd/forms/WH-381.pdf

Designation Notice

www.dol.gov/whd/forms/WH-382.pdf

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Certification of Qualifying Exigency For Military Family Leave (PDF)

www.dol.gov/whd/forms/WH-384.pdf

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Certification for Serious Injury or Illness of a Covered Current Servicemember -- for Military Family Caregiver Leave

www.dol.gov/whd/forms/WH-385.pdf

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Fact Sheet #28 (Non-Military) (PDF)

www.dol.gov/whd/regs/compliance/whdfs28.htm

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Fact Sheet #28A (Military) (PDF)

www.dol.gov/whd/regs/compliance/whdfs28a.htm

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Field Assistance Bulletin No. 2022-02 - Protecting Workers from Retaliation

www.dol.gov/sites/dolgov/files/WHd/fab/fab-2022-2.pdf

Department of Labor Rules

29 C.F.R. Part 825,

www.ecfr.gov/current/title-29/subtitle-B/chapter-V/subchapter-C/part-825?toc=1http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title29/29ecfr825_main_02.tpl

Subpart A—Coverage Under the Family and Medical Leave Act §825.100

§825.100	The Family and Medical Leave Act
§825.101	Purpose of the Act
§825.102	Definitions
§825.103	[Reserved]
§825.104	Covered employer
§825.105	Counting employees for determining coverage
§825.106	Joint employer coverage
§825.107	Successor in interest coverage
§825.108	Public agency coverage
§825.109	Federal agency coverage
§825.110	Eligible employees
§825.111	Determining whether 50 employees are employed within 75 miles
§825.112	Qualifying reasons for leave, general rule
§825.113	Serious health condition
§825.114	Inpatient care
§825.115	Continuing treatment
§825.116-118	[Reserved]
§825.119	Leave for treatment of substance abuse
§825.120	Leave for pregnancy or birth
§825.121	Leave for adoption or foster care
§825.122	Definitions of covered servicemember, spouse, parent, son or daughter, next of kin of a covered servicemember, adoption, foster care, son or daughter on active duty or call to covered active duty status, son or daughter of a covered servicemember, and parent of a covered servicemember
§825.123	Unable to perform the functions of the position
§825.124	Needed to care for a family member or covered servicemember
§825.125	Definition of health care provider
§825.126	Leave because of a qualifying exigency

Commented [MM1]: Note to Subscribers: We are recommending deleting this listing of the regulations because the reader is directly given the link above to the most current version of the regulations.

§825.127 Leave to care for a covered servicemember with a serious injury or illness (military caregiver leave)

Subpart B—Employee Leave Entitlements Under the Family and Medical Leave Act

§825.200 Amount of leave
§825.201 Leave to care for a parent
§825.202 Intermittent leave or reduced leave schedule
§825.203 Scheduling of intermittent or reduced schedule leave
§825.204 Transfer of an employee to an alternative position during intermittent leave or reduced schedule leave
§825.205 Increments of FMLA leave for intermittent or reduced schedule leave
§825.206 Interaction with the FLSA
§825.207 Substitution of paid leave
§825.208 [Reserved]
§825.209 Maintenance of employee benefits
§825.210 Employee payment of group health benefit premiums
§825.211 Maintenance of benefits under multi-employer health plans
§825.212 Employee failure to pay health plan premium payments
§825.213 Employer recovery of benefit costs
§825.214 Employee right to reinstatement
§825.215 Equivalent position
§825.216 Limitations on an employee's right to reinstatement
§825.217 Key employee, general rule
§825.218 Substantial and grievous economic injury
§825.219 Rights of a key employee
§825.220 Protection for employees who request leave or otherwise assert FMLA rights

Subpart C—Employee and Employer Rights and Obligations Under the Act

§825.300 Employer notice requirements
§825.301 Designation of FMLA leave
§825.302 Employee notice requirements for foreseeable FMLA leave
§825.303 Employee notice requirements for unforeseeable FMLA leave
§825.304 Employee failure to provide notice
§825.305 Certification, general rule

- §825.306 Content of medical certification for leave taken because of an employee's own serious health condition or the serious health condition of a family member
- §825.307 Authentication and clarification of medical certification for leave taken because of an employee's own serious health condition or the serious health condition of a family member; second and third opinions
- §825.308 Recertifications for leave taken because of an employee's own serious health condition or the serious health condition of a family member
- §825.309 Certification for leave taken because of a qualifying exigency
- §825.310 Certification for leave taken to care for a covered servicemember (military caregiver leave)
- §825.311 Intent to return to work
- §825.312 Fitness-for-duty certification
- §825.313 Failure to provide certification

Subpart D—Enforcement Mechanisms

- §825.400 Enforcement, general rules
- §825.401 Filing a complaint with the Federal Government
- §825.402 Violations of the posting requirement
- §825.403 Appealing the assessment of a penalty for willful violation of the posting requirement
- §825.404 Consequences for an employer when not paying the penalty assessment after a final order is issued

Subpart E—Recordkeeping Requirements

- §825.500 Recordkeeping requirements

Subpart F—Special Rules Applicable to Employees of Schools

- §825.600 Special rules for school employees, definitions
- §825.601 Special rules for school employees, limitations on intermittent leave
- §825.602 Special rules for school employees, limitations on leave near the end of an academic term
- §825.603 Special rules for school employees, duration of FMLA leave
- §825.604 Special rules for school employees, restoration to an equivalent position

Subpart G—Effect of Other Laws, Employer Practices, and Collective Bargaining Agreements on Employee Rights Under FMLA

- §825.700 Interaction with employer's policies
- §825.701 Interaction with State laws
- §825.702 Interaction with Federal and State anti-discrimination laws

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Instruction

Exhibit - Resources for Biking and Walking Safety Education

105 ILCS 5/27-~~23~~-110 requires the District to make education available to students in grades kindergarten through 8 education on effective methods for preventing and avoiding traffic injuries related to walking and bicycling. How that education is made available and any specific resources used are at the discretion of the District.

Pedestrian Safety Programs

Pedestrian Safer Journey by the Federal Highway Administration - Includes age-appropriate videos with follow-up quizzes and discussion guides on safe walking. The material is divided into three age ranges: 5 to 9, 10 to 14, and 15 to 18. Also includes a list of additional resources and curricula from around the country for teachers and parents/caregivers. Available at: www.pedbikeinfo.org/pedsaferjourney/index.html.

Child Pedestrian Safety Curriculum by the National Highway Traffic Safety Administration - Teaches and encourages pedestrian safety for students in grades kindergarten through 5. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety. Each lesson builds upon previous set of skills learned. Available at: www.nhtsa.gov/pedestrian-safety/child-pedestrian-safety-curriculum.

WalkSafe® by the University of Miami KiDZ Neuroscience Center - Organized into three levels for grades kindergarten-1, 2-3, and 4-5, and includes lessons using videos, outside simulation activities, and art projects. Supplemental materials include handouts, flashcards, and pre- and post-assessment tests. Available at: kidzneurosciencecenter.com/walksafe/.

Bicycle Safety Programs

Bicycle Safer Journey by the Federal Highway Administration - Includes age-appropriate videos with follow-up quizzes and discussion guides on safe bicycling. The material is divided into three age ranges: 5 to 9, 10 to 14, and 15 to 18. Also includes a list of additional resources and curricula from around the country for teachers and parents/caregivers. Available at: www.pedbikeinfo.org/bicyclesaferjourney/index.html.

Bikeology by Shape America and the National Highway Traffic Safety Administration - Aligns with the National Standards for kindergarten-12 Physical Education and includes lessons and assessments for skills and knowledge. Supplemental materials include a parent guide to reinforce the curriculum. Available at:

https://convention.shapeamerica.org/Common/Uploaded%20files/document_manager/publications/resources/teachingtools/quality-pe/bikeology-parent-guide.pdf
www.shapeamerica.org/publications/resources/teachingtools/qualitype/upload/bikeology-curriculum-part1-v2.pdf.

BikeSafe® by the University of Miami KiDZ Neuroscience Center - Contains four off-bike lessons to teach bicycle safety skills to middle school-aged children through interactive simulations, modeling, and creative activities. Supplementary materials include student worksheets and parent tip sheets. An on-bike lesson plan is also provided. Available at: kidznc.org/bikesafe.

Bike Safety Quiz by Ride Illinois - Teaches kids, adults, and motorists how to share the road safely. Interactive quizzes for each audience cover safety techniques and relevant state laws. Available at: www.bikesafetyquiz.com/.

Cycling Skills Clinic Guide by the National Highway Traffic Safety Administration - Provides a step-by-step approach to planning and initiating an on-bicycle safety skills event, including instructions and resources for setting up and conducting a skills-training course. Available at: www.nhtsa.gov/sites/nhtsa.gov/files/811260.pdf ~~one.nhtsa.gov/Driving-Safety/Bicycles/CyclingSkillsClinic~~.

Kids on Wheels Training Manual by the Active Transportation Alliance - An experiential, on-bike curriculum to teach grades 2-4 students to travel safely on a bicycle. Over three lessons, students are engaged in demonstrations, hands-on exercises, and on-bicycle riding skills activities. Available at: www.activetrans.org/resources/education.

Combined Pedestrian and Bicycle Safety Programs

Bicycle and Pedestrian Safety: 10-minute Lessons for PE Class by the Active Transportation Alliance - A series of brief pedestrian- and bicycle-themed lessons consisting of one 10- to 15-minute physical activity. Available at: www.activetrans.org/resources/education.

Bicycle and Pedestrian Safety: 9 Lessons for the Classroom by the Active Transportation Alliance - A series of brief pedestrian- and bicycle-themed lessons designed to be delivered in a classroom setting. Available at: www.activetrans.org/resources/education.

LEGAL REF.: 105 ILCS 5/27-~~23~~.110.

Instruction

Administrative Procedure - Teaching About Religions ¹

The following are guidelines for teaching about religions:

1. Instruction must be age-appropriate to ensure that students will not believe the District is sponsoring religion.
2. Instruction may expose students to religious views, but may not impose any particular views.
3. Instruction must be informational, not indoctrination.
4. Instruction must be academic, not devotional.
5. Instruction may study what people believe, but may not teach a student what to believe.
6. Instruction should include a variety of religions, but should not press for student acceptance of any one religion.

Within the parameters of the academic study of religion, teachers may display objects, artifacts, and symbols that illustrate a variety of religious customs, beliefs, and expressions. Any classroom and school display presented as a part of religious studies or holiday activities must meet the following criteria:

1. The display will be exhibited on a temporary basis.
2. The display will be constructed in a manner that presents no endorsement, favoritism, or promotion of a single religion or religious belief.
3. The display will include non-secular as well as secular symbols.
4. The display will include appropriate descriptive labels attached to the symbols.

Individual student participation in the preparation of a religious study display or a religious holiday display is strictly voluntary. If the display is a class activity, any student who wishes not to participate must be given an alternative assignment.

The footnotes should be removed before the material is used.

¹ In *Mahmoud v. Taylor*, 606 U.S. 522 (2025), the U.S. Supreme Court held that a public school, “burdens the religious exercise of parents when it requires them to submit their children to instruction that poses ‘a very real threat of undermining’ the religious beliefs and practices that the parents wish to instill.” *Id.* at 530. See also f/n 2 of [sample policy 6:70, Teaching About Religions](#). Consult the board attorney for further guidance on curriculum relating to religious beliefs and practices in schools.

Instruction

Administrative Procedure - Care of Students with Diabetes¹

The Ill. Council of School Attorneys prepared material for implementing the Care of Students with Diabetes Act (105 ILCS 145/). This material includes:

1. Sample procedures for the care of students with diabetes
2. Answers to FAQs on: Process for selecting a Delegated Care Aide; Training; Developing a diabetes care plan; Classroom management; and Sample Authorization, Release, and Acknowledgement

The material is posted on the Ill. Association of School Boards (IASB) website at: iasb.com/law/diabetes.cfm www.iasb.com/policy-services-and-school-law/guidance-and-resources/special-education/care-of-students-with-diabetes.

School officials should periodically check the IASB website for updates to the material that are made in response to legislation or other developments.

The footnotes should be removed before the material is used.

¹ See sample policy 7:270, *Administering Medicines to Students*, addressing the administration of medication including self-carry management under a student's diabetes care plan.

Students

Administrative Procedure - Challenging a Student's Residence Status¹

Actor	Action
Superintendent or Designee	On behalf of the School Board, notifies the person who enrolled a student of the tuition amount due to the District for the nonresident student's attendance.² The notice shall detail the specific reasons why the bBoard believes that the student is a nonresident of the District and shall be sent by certified mail, return receipt requested. Consults the Board Attorney as needed throughout the challenge process.
Person Who Enrolled the Student	Within 10 calendar days after receipt of the notice, may request a hearing to review the determination that tuition is due. The request shall be sent certified mail, return receipt requested, to the Superintendent. If a hearing is requested to review the Board's decision, Mmay request that the student continue attending the District's schools pending the Board's final decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Board decides the student is a nonresident who must pay tuition.
Superintendent or Designee	On behalf of the Board and within 10 calendar days after receiving the hearing request, shall notify the person requesting the hearing of its time and place; the notification shall be sent by certified mail, return receipt requested. The hearing shall be held not less than ten 10 nor more than 20 calendar days after this hearing notice is given. The hearing notice shall notify the person requesting the hearing that any written evidence and testimony or witnesses not disclosed at least three calendar days prior to the hearing are barred at the hearing without the District's consent. At least three calendar days prior to the hearing, discloses to the person requesting the hearing all written evidence and testimony the

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¹ The timelines and other requirements contained in this procedure are required by 105 ILCS 5/10-20.12b.

² 105 ILCS 5/10-20.12a specifies a formula for calculating the maximum amount a district can charge nonresident students. Ill. State Board of Education (ISBE) guidance, as well as the inclusion of nonresident tuition waiver requests among ISBE's biannual requests to the General Assembly to waive School Code mandates, indicate that a district must charge the maximum tuition to nonresident students (unless it has a waiver). However, the court in *Cohen v. Wauconda Comm. Unit Sch. Dist. No. 118*, 779 F.Supp. 88 (N.D. Ill. 1991), found that 105 ILCS 5/10-20.12a authorizes school districts to charge non-resident tuition but does not mandate it. Consult the board attorney for guidance when considering charging less than the maximum nonresident tuition.

Actor	Action
	District may submit during the hearing and a list of witnesses it may call to testify during the hearing.
Person Who Enrolled the Student	At least three calendar days prior to the hearing, discloses to the District all written evidence and testimony he/she may submit during the hearing and a list of witnesses he/she may call to testify during the hearing.
School Board or Hearing Officer Designated by the Board	Conducts the hearing. At the hearing: (1) the Board and the person who enrolled the student may use representatives of their choice, and (2) the person who enrolled the student has the burden of going forward with the evidence concerning the student's residency. If the hearing is conducted by a hearing officer: Within five calendar days after the hearing's conclusion, sends a written report of his or her findings to the Board and to the person who enrolled the student. The report shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	If the hearing is conducted by a hearing officer: Within five calendar days after receiving the hearing officer's findings, may file written objections to the findings with the Board. The objections shall be sent by certified mail, return receipt requested, addressed to the Superintendent.
School Board	Whether the hearing is conducted by the Board or a hearing officer: Within 30 calendar days after the hearing's conclusion, decides whether or not the student is a resident of the District and the amount of any tuition required to be charged as a result of the student's attendance in the District's schools. Within five calendar days of its decision sends a copy of its decision to the person who enrolled the student by certified mail, return receipt requested. The decision must inform the person who enrolled the student that: (1) he/she may, within five calendar days after receipt of the Board's decision, petition the Regional Superintendent or appropriate Intermediate Service Center (ISC) Executive Director of schools to review the decision; and (2) at his/her request, the student may continue attending the District's schools pending the Regional Superintendent or appropriate Intermediate Service CenterISC Executive Director's review of the Board's decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Regional Superintendent or appropriate Intermediate Service CenterISC Executive Director decides the student is a nonresident.
Person Who Enrolled the Student	Within five calendar days after receiving the Board's decision, may petition the Regional Superintendent or appropriate Intermediate Service Center ISC Executive Director to review the decision. The petition must include the basis for the request and be sent by certified mail, return receipt requested, to both the Regional Superintendent or

Actor	Action
	appropriate Intermediate Service Center ISC Executive Director and the Superintendent.
School Board	Within five calendar days after receiving petition, delivers to the Regional Superintendent or appropriate Intermediate Service Center ISC Executive Director the Board's decision, any written evidence and testimony submitted by the parties during the hearing, a list of all witnesses that testified during the hearing, and any existing written minutes or transcript or verbatim record of the hearing. May also provide the Regional Superintendent or appropriate Intermediate Service Center ISC Executive Director, and the person who enrolled the student, with a written response to the petition.
Regional Superintendent of Schools or appropriate Intermediate Service Center ISC Executive Director	Within 10 calendar days after receipt of documentation from the District, issues a written decision as to whether or not there is clear and convincing evidence <u>that</u> the student is a resident of the District and eligible to attend the District's schools on a tuition-free basis. The decision shall be transmitted to the Board and the person who enrolled the student, and shall, with specificity, detail the decision's rationale.

LEGAL REF: 105 ILCS 5/10-20.12b.

Students

Administrative Procedure - Establishing Student Residency

Actor	Requirements and Actions that Must Be Completed
Anyone Seeking to Enroll a Student	Must present a certified copy of the student's birth certificate. Must present proof of residency within the District by providing the required number of documents from each of the following categories: ¹ <u>Category I</u> (One document required) - Most recent property tax bill and proof of payment, e.g., canceled check or Form 1098 (homeowners) - Mortgage papers (homeowners) - Signed and dated lease and proof of last month's payment, e.g., canceled check or receipts (renters) - Letter from manager and proof of last month's payment, e.g., canceled check or receipt (trailer park residents) - Letter of residence from landlord in lieu of lease (exhibit 7:60-AP2, E1, Letter of Residence from Landlord in Lieu of Lease) - Letter of residence to be used when the person seeking to enroll a student is living with a District resident (exhibit 7:60-AP2, E2, Letter of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident) <u>Category II</u> (Two documents showing proper address are required) - Driver's license - Vehicle registration - Voter registration - Most recent cable television and/or credit card bill - Current bank statement - Current public aid card - Current homeowners/renters insurance policy and premium payment receipt - Most recent gas, electric, and/or water bill - Current library card - Receipt for moving van rental

The footnotes should be removed before the material is used.

¹ Deciding which documents prove residency is a local matter; thus, these categories may be amended but documents required, when taken together, shall not result in a requirement for proof of legal presence or immigration status, such as a Social Security number. See 23 Ill.Admin.Code §1.240(b). Many districts require a utility bill because it can provide additional information about the actual use or lack of use of a property as a residence. For further guidance regarding acceptable documentation for proof of residency, see *ISBE's Guidance for Registration and Enrollment* at: www.isbe.net/Pages/Student-Registration-and-Enrollment-Guidance.aspx. Historically, this guidance has been updated by ISBE annually.

Actor	Requirements and Actions that Must Be Completed
	<u>Military Personnel Enrolling a Student for the First Time in the District.</u>² Must provide one of the following within six months after the date of student's initial enrollment) - Postmarked mail addressed to military personnel - Lease agreement for occupancy - Proof of ownership of residence <u>Military Personnel with Legal Custody of a Child Who Want to Keep the Child Enrolled in the District Despite Having Changed Residence Due to a Military Service Obligation.</u>³ Upon submitting a written request, the student's residence will be deemed to be unchanged for the duration of the custodian's military service obligation. The District, however, is not responsible for the student's transportation to or from school. <u>Military Personnel Placing Nonresident Child with <i>Non-Custodial Parent</i> While on Active Military Duty.</u>⁴ A student will not be charged tuition while he or she is placed with a <i>non-custodial parent</i> (a person who has temporary custody of a child of active duty military personnel and who is responsible for making decisions for the child). Must provide any "special power of attorney" created by the student's parent/guardian for the District to follow. A special power of attorney authorizes: (1) the student to enroll in a district of the non-custodial parent, and (2) the non-custodial parent to make decisions for the student. Any special power of attorney will be filed in the student's temporary record.
Anyone with a Custody Order Seeking to Enroll a Student	Presents court order, agreement, judgment, or decree that awards or gives custody of the student to any person (including divorce decrees awarding custody to one or both parents).
Non-Parent Seeking to Enroll a Student	Must complete and sign <u>exhibit 7:60-AP2, E3, Evidence of Non-Parent's Custody, Control, and Responsibility of a Student</u> form, exhibit 7:60-AP2, E3.

IMPORTANT:

The ~~School~~-District reserves the right to evaluate the evidence presented, and merely presenting the items listed in this Procedure does not guarantee admission.

The footnotes should be removed before the material is used.

² Required by 105 ILCS 5/10-22.5a, ~~amended by P.A. 102-126.~~

³ 105 ILCS 5/10-20.12b(a-5).

⁴ 105 ILCS 70/, Educational Opportunity for Military Children Act.

WARNING:

If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this ~~School~~-District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the ~~School~~-District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

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Students

Exhibit - Letter of Residence from Landlord in Lieu of Lease

A person seeking to enroll a child may use this form as evidence of residency when a signed lease is unavailable – other documents will also be required to establish residency. ~~Return this completed form, signed by your landlord, to the Building Principal.~~ The ~~School~~-District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed and signed by the individual enrolling the child and returned to the Principal. Please print.

Child's <u>name</u>	School
Individual enrolling the child	Phone
Relationship to the child	Email
Residence street address	City ZIP <u>ip</u> code
Landlord's name	Landlord's <u>P</u> hone
Landlord's address	City ZIP <u>ip</u> code
Signature of the individual enrolling the student	Date

To be signed by your landlord to verify that you are renting this residence.

I certify that the individuals named above are living in the residence named above for the lease term of _____ / _____ / _____ through _____ / _____ / _____.

Landlord's <u>s</u> Signature	Date
-------------------------------	------

WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this ~~School~~-District on a tuition-free basis a student known by that person to be a nonresident of the ~~district~~-District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the ~~School~~-District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

Students**Exhibit - Letter of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident**

A person seeking to enroll a child should use this form as evidence of residency when he or she cannot produce a lease, purchase property agreement, or other similar document – other documents will also be required to establish residency. The ~~School~~ District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

To be completed by the individual enrolling the child and returned to the Principal. Please print.

Child's name

School

Individual enrolling the child

Phone

Relationship to the child

Email

Residence street address

City

ZIP ~~ip~~ code

Signature of the individual enrolling the student

Date

To be completed and signed by the individual who is responsible for the residence. Please print.

Name of the individual who is responsible for the residence

Phone

I am responsible for this residence by ☐ ownership, ☐ lease, or ☐ other

Total number of: Persons living at this residence

Rooms in residence

Bedrooms

State the reasons for this living arrangement, including your relationship to the individual enrolling the child (*attach an additional statement to this form if needed*):

I certify that this information is true and that the individuals named above are living in my residence.

Signature of the individual who is responsible for the residence

Date

WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this ~~School~~-District on a tuition-free basis a student known by that person to be a nonresident of the ~~district~~-District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the ~~School~~-District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

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Students

Exhibit - Evidence of Non-Parent's Custody, Control, and Responsibility of a Student

This form is used when the child is not living with a natural or adoptive parent. With the exception of the optional section below, it must be completed by the individual who has assumed custody. Read **Important Warning** and submit this form with your signature to the Building Principal. The School District reserves the right to evaluate the evidence presented and require further documentation. Completing this form does not guarantee admission.

Student~~Child~~'s name _____

School _____

Name of individual completing this form (Please print) _____

Relationship to child _____

Please check all applicable boxes:

- ☐ The child lives with me at my residence address, as stated below.
 The child lives with me because: _____
 The child will be living with me until: _____
- ☐ I have assumed and exercise full legal responsibility for and control of the child regarding daily educational and medical decisions, including responsibility for: (attach copies of any agreements, judgments, decrees or other documents giving you custody):
- | | |
|---|---|
| ☐ medical decisions and costs | ☐ food and clothing |
| ☐ discipline and restitution for vandalism or other crimes | ☐ school fees (books, bus, etc.) |

At my residence the child regularly: *(Please explain any unchecked boxes)*

- ☐ Eats meals _____
- ☐ Sleeps ___ nights/week (*explain if less than 7 nights per week*) _____
- ☐ Spends weekends and summers/school breaks _____

IMPORTANT WARNING: If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in the School-District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the School-District any false information regarding a student's -residency to enable that student to attend any school in the District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

OK as is
Share w/ Melissa & Jess
Honaker

Students

Administrative Procedure - Code of Conduct for Extracurricular Activities

This Code of Conduct applies to all school-sponsored activities that are neither part of an academic class nor otherwise carry credit or a grade. Sponsors shall create a roster of students who are members or participants in an extracurricular activity and maintain attendance records.

The goal of the extracurricular program is to provide opportunities for students to pursue interests and develop life skills beyond the classroom. An additional goal of the athletic program is to develop the physical skills of student athletes, which will allow them to compete to the best of their ability within their accordance with School Board policies and the by-laws of any association of which the school is a member.

Members must always conduct themselves at all times, including after school and on days school is not in session, as good citizens and exemplars of their school, they must behave in ways that are consistent with good sportsmanship, leadership, and appropriate moral conduct. They are expected to demonstrate good citizenship and exemplary Such conduct is expected during all facets of the activity, in the classroom, after school, on days school is not in session, and in the community, and during all facets of the activity.

The Code of Conduct below describes the expectations and goals of the extracurricular and athletic programs. This Code does not contain a complete list of inappropriate behaviors for students in extracurricular activities and athletics. This Code of Conduct will be enforced 365 days per year, 24 hours per day.¹ A student may be excluded from activities or competition while the school is conducting an investigation regarding investigating that student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the student assistance program regarding alcohol or other drug problems. Family referrals or self-referrals will be taken into consideration considered in determining consequences for Code of Conduct violations.

Code of Conduct

A student participating in an activity or athletic program will be subject to disciplinary action if he or she violates this Code of Conduct for Extracurricular Activities. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations.

The student shall not:

1. Violate the District's policies or procedures on student behavior;
2. Use, possess, buy, sell, barter, or distribute a beverage containing alcohol (except for religious purposes);
3. Use, possess, buy, sell, barter, or distribute tobacco or nicotine materials in any form, including without limitation, electronic cigarettes;²

The footnotes should be removed before the material is used.

¹ See f/n 3 in sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*, for a discussion of the ability to discipline students for off-campus misconduct.

² See f/n 6 in sample policy 7:190, *Student Behavior*, for a discussion of electronic cigarettes.

4. Use, possess, buy, sell, barter, or distribute cannabis³ in any form, unless exempted under *Ashley's Law*.⁴
5. Use, possess, buy, sell, barter, or distribute any illegal substance (including mood-altering and performance-enhancing drugs or chemicals) or paraphernalia;
6. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a *look-alike* weapon. This prohibition does not prohibit legal use of weapons in cooking, in industrial arts, and in sports, such as archery, martial arts practice, target shooting, hunting, and skeet;
7. Attend a party or other gathering and/or ride in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors;
8. Act in an unsportsmanlike manner;
9. Vandalize or steal;
10. Haze or bully other students;
11. Violate the written rules for the activity or sport;
12. Behave in a manner that -disrupts or adversely affects the group or school;
13. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff;
14. Falsify any information contained on any permit or permission form required by the activity or sport.

Hazing and bullying activities are strictly forbidden at any time and in any location. *Hazing* is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of ~~his~~ or her the student's willingness to participate. (Adapted from the definition of *hazing* adopted by the National Federation of State High School Associations.) *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 place a student in reasonable fear of harm; cause a substantially detrimental effect on a student's physical or mental health; substantially interfere with a student's academic performance; or substantially interfere with a student's ability to participate in or benefit from school services, activities, or privileges. (Adapted from the definition of bullying included in ~~the~~ Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.)

Due Process Procedures

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

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

The footnotes should be removed before the material is used.

³ *Cannabis* is defined in 720 ILCS 550/3(a) and the Cannabis Tax and Regulation Act (CRTA), 410 ILCS 705/1-10; added by P.A. 101-27.

⁴ See f/n 11 in sample policy 7:190, *Student Behavior*, for a discussion of medical cannabis and *Ashley's Law*.

- a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all activities or sports for one of the time periods described below:
- A specified period of time or percentage of events, competitions, or practices
 - The remainder of the season or for the next season
 - The remainder of the student's high school career
- b. Sanctions for drug and alcohol violations will be based on the following:

First violation

- Use, possession, buying, selling, bartering, or distributing: A suspension ~~efrom~~ one-third of the total number of performances, activities, or competitions or the remainder of the season, whichever is shorter. This penalty will be reduced if the student successfully completes a school-approved chemical awareness program.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension ~~efrom~~ one-sixth of the total number of performances, activities, or competitions, or the remainder of the season, whichever is shorter.
- The student will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).

Second violation

- Use, possession, buying, selling, bartering, or distributing: A suspension ~~efrom~~ 12 weeks or one season, ~~e.g., the total number of performances, activities, or competitions, including suspension from all performances, activities, or competitions during this period.~~ To participate again in any activities, the student must successfully ~~participate in and~~ complete a school-approved alcohol and other drug abuse assessment and follow all recommendations from that assessment.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension ~~efrom~~ one-third of the ~~total number of performances, activities, or competitions in a single season and all extracurricular group performances, activities, or competitions during this period.~~
- The student may be required to practice with the group (unless suspended or expelled from school).

Third violation

- Use, possession, buying, selling, bartering, or distributing: A suspension from all extracurricular activities for the remainder of the student's high school career.
- Attendance at a party or riding in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors: A suspension ~~efrom all~~ extracurricular activities for one calendar year from the date of the suspension, ~~including all extracurricular activities during this period.~~

7. The administrator will make a written report of his or her decision and rationale. The student may appeal the decision to the Building Principal.

All students remain subject to the Board's student behavior policy and/or the school's student handbook and the disciplinary measures listed in them.