

Update Memo

PRESS

Policy Reference Education Subscription Service

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Instructions

You are encouraged to share this **PRESS** Update Memo with all board members and appropriate staff. It may be viewed and downloaded from **PRESS Online**: iasb.com/policy/login.cfm. Subscribers are mailed the current password with each **PRESS** issue.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online** – the committee worksheets and the updated Policy Reference Manual pages. The committee worksheets show suggested changes to **PRESS** material (including administrative procedures and exhibits) by striking-out deleted words and underscoring new words. The updated Policy Reference Manual pages contain all of the material in this **PRESS** issue; you can use them to update your district manuals.

Be sure to view the update videos in which the PRESS editors highlight this Issue – they are available at PRESS Online.

This publication is designed to provide information only and is not a substitute for legal advice from the school board's legal counsel. If you have any questions, please contact Melinda Selbee, IASB General Counsel and **PRESS** Editor, 630/629-3776, ext. 1231, or Kimberly Small, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1226.

Please note: Unless otherwise stated, all public acts are currently effective

School Board

► **2:105, Ethics and Gift Ban.** The State Officials and Employees Ethics Act (5 ILCS 430) prohibits board members and employees from receiving gifts from a *prohibited source*, unless the gift comes within an exception. *Prohibited sources* are generally people and entities with business or personal interests that may be substantially affected by the board's or employee's actions. There are twelve exceptions to the ban on accepting gifts from a *prohibited source*. The definition of *prohibited source* in this policy is updated in response to legislation as follows:

[1-4 are unchanged]

5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

A footnote now explains that:

The Election Interference Prohibition Act prohibits the use of public funds to "urge any elector to vote for or against any candidate or proposition," (10 ILCS 5/9-25.1). Spending public funds to disseminate facts to the public is permitted under section 9-25.1 and is not electioneering. Consequently, a district should not become a political committee by spending funds to disseminate facts (10 ILCS 5/9-1.14, legislatively overturning Citizens Organized to Save the Tax Cap v. State Board of Elections, Northfield Township High School Dist., 910 N.E.2d 605 (Ill.App.3d., 2009). Consult the board attorney for advice.

The Legal References now include the proper names of the relevant laws.

► **2:120, Board Member Development.** The list describing the mandatory training laws is edited as follows:

1. Each Board member ~~taking office after June 13, 2011~~ must complete at least 4 hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term ~~that begins after that date.~~ This requirement is applicable to Board members who are elected after June 13, 2011 or who are appointed to fill a vacancy of at least one year's duration after that date.
2. Each Board member ~~who was in office on January 1, 2012~~ must complete training on the Open Meetings Act ~~within one year of that date.~~ ~~Each Board member taking office after January 1, 2012 must complete this training~~ no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of ~~his or her~~ the certificate of completion with ~~his or her Board~~ the Board. Training on the Open Meetings Act is only required once.
3. ~~After the District's implementation of the Performance Evaluation Reform Act (PERA) evaluations,~~ Each Board member must complete a training program on PERA evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal ~~based on an~~ using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

A few footnotes are also updated.

► **2:150, Committees.** The policy and Legal References are not changed. A footnote is rewritten and another is added as follows:

F/n 3. The Open Meetings Act (OMA) includes committees and subcommittees in its definition of public body (5 ILCS 120/1.02). According to a binding opinion from the Public Access Counselor, a "committee of a public body is considered to be a separate public body for purposes of compliance with the requirements of OMA," (Opinion 13-002). This means that board committees must independently fulfill the Open Meetings Act's requirements. For example, a board committee must comply with notice and agenda requirements. Since board committees seldom meet regularly, compliance steps need careful planning. Board committees should plan for an efficient way to "approve the minutes of its open meeting within 30 days after that meeting or at [its] second subsequent regular meeting, whichever is later," (5 ILCS 120/2.06). The only

exception is when a committee is engaged in collective bargaining negotiations or grievance arbitration (115 ILCS 5/18). [see policy for the second paragraph]

F/n 7. Consult the board attorney concerning two mandatory committees - the PERA (Performance Educational Reform Act) joint committee and the RIF (reduction in force) joint committee (105 ILCS 5/24A-4(b) and 5/24-12(c), respectively). Attorneys disagree whether they are, (1) *board* committees, (2) distinct public bodies created by the legislature, (3) committees created to collectively bargain PERA or RIF, or (4) *superintendent* committees. If they are either (1) or (2), they must comply with the Open Meetings Act. If they are (3), the Act is not triggered to the extent the committees are engaged in collective bargaining (115 ILCS 5/18 states that the Open Meetings Act does not apply to collective bargaining negotiations pursuant to the Ill. Educational Labor Relations Act). If they are (4), the Act is not triggered (see f/n 11). If interpreted as a *board* committee:

1. The PERA joint committee would be a *special* committee because it will be dissolved once it accomplishes its purpose, i.e., to incorporate the use of data and indicators of student growth into the teacher evaluation plan pursuant to Section 24A-4. Thus, no policy change is needed.
2. The RIF joint committee would be a *standing* committee. Most of its meetings qualify for closed session or are exempt from the Open Meetings Act to the extent the members are engaged in collective bargaining negotiations (114 ILCS 5/18). A board should, however, consult the board attorney before including the RIF joint committee in this policy.

► **2:150-AP, Administrative Procedure - Superintendent Committees.** The section on ~~Targeted School Violence Prevention Team~~ is renamed. It now includes duties concerning the district's anti-bullying program. A footnote refers to the discussion of the PERA and RIF joint committees in f/n 7 of policy 2:150, *Committees*, quoted above.

Operational Services

The ISBE School Bullying Prevention Taskforce (Taskforce) recommendations apply to both *bullying* and *targeted school violence*. Bullying is defined by statute and policy 7:180, *Preventing Bullying, Intimidation, and Harassment*. Targeted school violence generally includes school shootings and other school-based attacks where a school is deliberately selected as a location for an attack. Each term is different and is addressed with separate **PRESS** materials.

However, the Taskforce does identify that bullying and targeted school violence are both “part and parcel of the same issue: *interpersonal aggression*. In all its forms, this aggression negatively impacts students, school personnel, and communities.”

Our targeted school violence prevention and anti-bullying program materials seek to incorporate two major recommendations from the Taskforce’s report. They apply to identifying, investigating and responding to this issue. They are:

1. *School transformation*. The Taskforce recommends that schools create ideal conditions for development and learning. This means that all stakeholders, with a priority on students, in the school community are engaged in creating conditions for development and learning that are unimpeded by negative and hostile behaviors.
2. *Restorative discipline*. The Taskforce believes that punitive discipline is ineffective in changing interpersonal aggression behavior. The Taskforce’s findings show that punitive discipline does not provide students with the necessary skills to act differently and more positively should another conflict arise. This means that school officials should focus more on helping students learn alternative ways to handle conflict and relational aggression and practice those behaviors until fluency is gained, e.g., by focusing on social emotional learning standards and student services policies.

► **4:170-AP7, Administrative Procedure - Targeted School Violence Prevention Program**. The procedure is updated throughout with minor clarifications that incorporate the major ISBE Taskforce recommendations discussed above, including:

1. **School transformation**. These edits focus on citations to materials for various data collection instruments. These instruments can assist school officials to determine what the current school environment is actually like and what the needs are for change. A footnote discusses school climate survey instruments that are cited within the new *Guide for Developing High-Quality School Emergency Operations Plans* at: rems.ed.gov/docs/REMS_K-12_Guide_508.pdf.

Other edits discuss providing staff professional development opportunities and/or training to create a less punitive and more supportive environment in which students feel comfortable reporting the behavior of individuals who may be engaging in threatening behavior.

2. **Restorative discipline**. These edits cross-reference social and emotional learning and student services policies. These policies provide an existing framework that can provide students who are struggling with interpersonal aggression the appropriate interventions and services.

Other edits include incorporation of the latest best practices learned from the Newtown, Conn. tragedy, including designating a trained public relations and communications manager, other than the board attorney, before a targeted school violence crisis occurs.

Please note that a 2014 **PRESS** issue will address the safety and school emergency operation plans updates that are broader than targeted threats of school violence and bullying.

► **4:170-AP7, E1, Exhibit - Threat Assessment Decision Tree**. This exhibit is updated with current school violence prevention terminology.

► **4:170-AP7, E2, Exhibit - Threat Assessment Documentation and Response**. This exhibit is renamed and updated. Updates include current terminology. Other minor edits are made throughout. To acknowledge that bullying and targeted school violence are connected by interpersonal aggression, a reference to the anti-bullying program materials is added as follows:

6. What was the reason you ~~said/did~~ made this threat? (Find out if there is prior conflict or history to this threat, e.g., bullying between the target and the student. Note: Identification of bullying incidents will require an additional investigation, see policy 7:180, Preventing Bullying, Intimidation, and Harassment, and exhibits 7:180-AP1, E5, Report Form for Bullying and School Violence and/or 7:180-AP1, E6, Interview Form for Bullying and School Violence Investigation).

This cross reference should serve as an alert for investigators of targeted school violence to refer any identified bullying incidents for investigation and appropriate response through the anti-bullying program.

► **4:170-AP7, E3, Exhibit - Targeted School Violence Prevention and Threat Assessment Education**. This exhibit is updated with current emergency operations plans terminology. Its question-and-answer format is clarified, and a new subhead is added as follows:

What Is the Connection Between Targeted School Violence and Bullying?

The Ill. State Board of Education’s School Bullying Prevention Taskforce report identifies bullying and targeted school violence as “part and parcel of the same issue: interpersonal aggression.” In all its forms, interpersonal aggression negatively impacts students, school personnel, and communities and should be reported, investigated, and responded to with appropriate interventions.

Personnel

► **5:20, Workplace Harassment Prohibited.** The policy is not changed. Footnotes are amended as follows:

F/n 1. [Only the third paragraph of this footnote is rewritten and printed here.] An employer is liable under Title VII for an employee's harassment of a co-worker if the employer was negligent with respect to the offensive behavior by, for example, failing to take remedial action when it knew or should have known about the harassment. However, when the perpetrator is the victim's supervisor, the employer will be vicariously liable for the supervisor's actions. Lack of knowledge of a supervisor's misconduct is no defense. Burlington Industries v. Ellerth, 118 S.Ct. 2257 (1998); Faragher v. City of Boca Raton, 118 S.Ct. 2275 (1998). A *supervisor* is someone who has the authority to demote, discharge, or take other negative job action against the victim. Vance v. Ball State University, No. 11-556 (U.S. Sup. Ct. 6/24/13). Note that the Ill. Human Rights Act, 775 ILCS 5/2-102(D), imposes strict liability on the employer when an employee has been sexually harassed by supervisory personnel regardless of whether the harasser has any authority over the complainant. Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 908 N.E.2d 39 (Ill., 2009).

F/n 5. Crawford v. Metro. Gov't of Nashville & Davidson County, 129 S.Ct. 846 (2009) (holding the anti-retaliation provision in Title VII protects an employee who spoke out about harassment, not only on his or her own initiative, but also in answering questions during an employer's internal investigation).

The Legal References are amended to add two U.S. Supreme Court decisions.

► **5:20-AP, Administrative Procedure - Sample Questions for Conducting the Internal Sexual Harassment in the Workplace Investigation.** This procedure is modified as follows:

1. This introductory statement is added: "State and federal law prohibit sexual harassment. For the purpose of this procedure, sexual harassment includes harassment on the basis of sexual orientation, which means actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity."
2. Investigatory questions concerning harassment by electronic devices are added.
3. A new section covers investigatory questions for use when the alleged harassment is conducted by a supervisor. Its introduction states: "The employer will always be held responsible for acts of sexual harass-

ment committed by the employee's supervisor, meaning someone who was authorized by the employer to have authority over the complainant's terms and conditions of employment. To investigate sexual harassment committed by the complainant's supervisor, include questions such as the following:" [Questions follow.]

4. Many investigatory questions throughout the procedure are edited, including those in the section on harassment *quid pro quo* (do this for that).

Students

Reminder! Policy 7:180, *Preventing Bullying, Intimidation, and Harassment*, required by 105 ILCS 5/27-23.7, must be updated every two years and filed again with ISBE. School boards should be re-adopting and filing this policy with ISBE. Most districts are on the odd-numbered year cycle but others may be on the even year cycle. Currently there are no needed changes for this policy, so the update can simply reflect the date the policy was reviewed and updated by the board.

Filing an updated anti-bullying policy with ISBE is easy. Mail or scan and email the policy, along with district letterhead and the date of the policy's update:

Debbie Gheen
Illinois State Board of Education
Title Grant Administration
100 North First Street, C-215
Springfield, IL 62777
dgheen@isbe.net

► **7:180-API, Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying and School Violence.** This procedure is **NEW**. It incorporates the two major ISBE Taskforce recommendations discussed above, plus it implements the standards for compliance with State and federal laws that prohibit bullying and harassment.

The four main subheads of the procedure identify the main components for creating a safe educational environment. They are: **Preventing Bullying and School Violence, Identifying Bullying and School Violence, Investigating Reports of Bullying and School Violence,** and **Responding to Bullying and School Violence.**

1. **School transformation.** Citations to school climate resources are located in the **Preventing Bullying and School Violence** subhead of this procedure. That subhead also cites 7:180-API, E1, *Resource Guide for Bullying and School Violence Prevention*, which provides a subhead titled **Conditions for Development and Learning; Data Collection Resources.**

The **Identifying Bullying and School Violence** subhead of this procedure refers to several exhibits: 7:180-AP1, E2, *Be a Hero by Reporting Bullying and School Violence*; 7:180-AP1, E3, *Memo to Staff Regarding Bullying and School Violence*; 7:180-AP1, E4, *Memo to Parents/Guardians Regarding Bullying and School Violence*; and 7:180-AP1, E5, *Report Form for Bullying and School Violence*. Each exhibit's role in school transformation is discussed below.

2. **Standards for compliance with State and federal laws.** Best practices for investigating reports of bullying and creating a safe educational environment are located in the **Investigating Reports of Bullying and School Violence** subhead of this procedure. It refers to exhibit 7:180-AP1, E6, *Interview Form for Bullying and School Violence Investigation*. Its role in implementing standards for compliance with State and federal laws is discussed below.
3. **Restorative discipline.** Best practices for responding to bullying and changing interpersonal aggression behavior are located in the **Responding to Bullying and School Violence** subhead. It refers to completing 7:180-AP1, E7, *Response to Bullying and School Violence*. Its roles in implementing restorative discipline and providing students with the necessary skills to act differently and more positively are discussed below.

If your district is questioned by the Office of Civil Rights or is in litigation about its response to bullying, this procedure may evidence its efforts to create a safe educational environment by showing a process for the prevention, identification, investigation, and response to bullying.

- ▶ **7:180-AP1, E1, Exhibit - Resource Guide for Bullying and School Violence Prevention.** This exhibit is **NEW**. Its role is to provide school officials with a one-stop-place to find the most current resources that provide best practices for implementing the standards for compliance with State and federal laws that prohibit bullying and harassment.
- ▶ **7:180-AP1, E2, Exhibit - Be a Hero by Reporting Bullying and School Violence.** This exhibit is **NEW**. This exhibit is intended to be widely publicized to encourage reports of bullying. Its role in school transformation is to create a climate where students feel safe enough to report the negative and hostile behaviors that impede the learning environment. If your district is questioned by the Office of Civil Rights or during litigation about its response to bullying, it may evidence its efforts by showing that it disseminated this exhibit to encourage reporting.
- ▶ **7:180-AP1, E3, Exhibit - Memo to Staff Regarding Bullying and School Violence.** This exhibit is **NEW**. It is intended to inform staff members about the district's

anti-bullying campaign and to elicit their support and help. Its role in school transformation is to create a climate where staff can identify and respond to the negative and hostile behaviors that impede the learning environment. If your district is questioned by the Office of Civil Rights or in litigation about its response to bullying, it may evidence its efforts by showing that it sent this letter.

- ▶ **7:180-AP1, E4, Exhibit - Memo to Parents/Guardians Regarding Bullying and School Violence.** This exhibit is **NEW**. It is intended to inform parents and guardians about the district's anti-bullying campaign and to elicit their support and help. Its role in school transformation is to create a climate where parents/guardians understand how to report the negative and hostile behaviors that impede the learning environment and their child's education. If your district is questioned by the Office of Civil Rights or in litigation about its response to bullying, it may evidence its efforts by showing that it sent this letter.
- ▶ **7:180-AP1, E5, Exhibit - Report Form for Bullying and School Violence.** This exhibit is **NEW**. It is intended to be readily accessible via website(s) and other publicized and designated areas in schools. It is completed by the bullying target, witness, or person with information about an incident of bullying or school violence, and it is submitted to the Building Principal's office. Its role in school transformation is to create a safe place to report the negative and hostile behaviors that impede the learning environment and a child's education. If your district is questioned by the Office of Civil Rights or in litigation about its response to bullying, it may evidence its efforts by showing that it widely distributed a report form for bullying.
- ▶ **7:180-AP1, E6, Exhibit - Interview Form for Bullying and School Violence Investigation.** This exhibit is **NEW**. Its role in implementing standards for compliance with State and federal laws is to function as a tool for an investigator to conduct a "prompt, thorough and impartial investigation" upon receiving a report of bullying or school violence. If your district is questioned by the Office of Civil Rights or in litigation about its response to bullying, it may evidence its efforts by showing that it had a form for interviewing individuals concerning reports of bullying.
- ▶ **7:180-AP1, E7, Exhibit - Response to Bullying and School Violence.** This exhibit is **NEW**. Its purpose is to align, in one place, a school district's existing options to provide students who are struggling with interpersonal aggression the appropriate interventions and services necessary to end aggressive behavior. Its role in implementing restorative discipline is two-fold: (1) it provides school officials with options for providing students with

the necessary skills to act differently and more positively, and for implementing punitive discipline if warranted, and (2) it documents the response to a report of bullying in one place. If your district is questioned by the Office of Civil Rights or in litigation about its response to bullying, it may evidence its efforts by showing that it used a form for responding to bullying.

► **7:340, Student Records.** The definition of *school student record* is amended to align with 23 Ill.Admin.Code §375.10, as amended on June 19, 2013, i.e., to state:

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

Rather than listing the exceptions in the policy, a school board may choose to end the sentence after the proviso, "except as provided in State or federal law."

The following information is added to a footnote concerning *directory information*:

There is at least one instance in Illinois in which parents were upset that their school district released students' names and addresses pursuant to a Freedom of Information Act (FOIA) request. FOIA contains an exemption for home addresses. Many lawyers, however, say that a district must release student information pursuant to a FOIA request when each of the following has occurred: the FOIA request seeks information that is included in the district's definition of student directory information, the district notified parents that it releases directory information, and the parents did not opt out of

allowing directory information to be released concerning their child. An opinion from the Ill. Public Access Counselor supports that a district may not rely on the FOIA exemption for home addresses (PAO 12-3). The **PRESS** policy does not identify the components of *directory information*, leaving that task to implementing material. Boards may want to discuss this quagmire with the superintendent knowing that there are good reasons to release directory information (e.g., to allow the district to publish information about specific students) and good reasons to not release directory information (e.g., to avoid releasing names and addresses pursuant to a FOIA request).

► **7:340-API, Administrative Procedure - School Student Records.** This procedure is amended to align with recent ISBE rule changes on school student records, as follows:

1. The content of video recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials for disciplinary or special education purposes regarding a particular student.
2. School student records do not include any information, either written or oral, received from law enforcement officials pursuant to 105 ILCS 5/22-20 concerning a student less than the age of 17 years who has been arrested or taken into custody.
3. The Official Records Custodian has an additional duty, i.e., to protect school student records through administrative, technical, and security safeguards against risks, such as unauthorized access, release, or use.
4. Parents and guardians or eligible students may request, in writing, that any score received on college entrance examinations be removed from the academic transcript.
5. Health-related information that is kept in a student's temporary record includes documentation regarding a student athlete's and his or her parents' acknowledgment of the district's concussion policy adopted pursuant to 105 ILCS 5/10-20.53.

A new footnote contains the same warning concerning *directory information* now in policy 7:340, *Student Records*, quoted above.

► **7:340-API, E1, Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records.** This exhibit now informs parents/guardians and eligible students of their right to remove one or more scores received on college entrance examinations from the student's academic transcript. 23 Ill.Admin.Code §375.10, as amended on June 19, 2013.

Progress Report: The contents of this table frequently change.

Topics	Our Response
<p>Medical reviews are a component of the evaluation process used to assess students' eligibility for special education services. In 2010, ISBE adopted rules to expand the list of practitioners who were deemed qualified to conduct medical reviews. In 2012, ISBE amended that rule to, in part, limit to certified school nurses (CSNs) the authority to make recommendations concerning any educational accommodations, modifications, or interventions that a student may need. This rule had a delayed effective date of one year, to July 2013. After hearing concerns from school districts that they lack CSNs to perform these services, ISBE again proposed a rule amendment. This amendment will delay the rule's implementation until July 1, 2015 and makes other important changes to the medical review process.</p> <p>See ISBE's Summary of Action and the Text of Rulemaking (March 2013) for the proposed new Section 226.160, Medical Review, at www.isbe.state.il.us/rules/proposed/default.htm. The public comment period for the new rule has ended and ISBE adoption is pending.</p>	<p>We will amend relevant PRESS material to note this rule change after the rule is effective.</p>
<p>P.A. 97-1102 created the Enhance Physical Education Taskforce (EPETF). Its purpose is to:</p> <ol style="list-style-type: none"> 1. Make recommendations to the Governor and the General Assembly for the Illinois Learning Standards for Physical Development and Health based upon research in neuroscience that impacts the relationship between physical activity and learning; and 2. Promote and recommend enhanced physical education programs that districts can integrate with a broader wellness strategy and health curriculum in elementary and secondary schools. <p>Topics the task force will address include educating and promoting leadership on enhanced physical education among school districts and school officials; developing and utilizing metrics to assess the impact of enhanced physical education; promoting training and professional development in enhanced physical education for teachers and other school and community stakeholders; identifying and seeking local, State, and national resources to support enhanced physical education; and other strategies that are identified by the task force.</p> <p>To track EPETF's progress, see www.isbe.net/EPE/html/EPETF.htm.</p>	<p>The EPETF last met in Dec. 2012. It must report to the Governor and the General Assembly on or before August 31, 2013. This law will sunset on September 1, 2013.</p> <p>We will amend PRESS materials if the General Assembly enacts laws based upon this report's recommendations.</p>
<p>ISBE finalized its rules that incorporate by reference the: <i>Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</i>, and <i>Common Core State Standards for Mathematics</i>, both published by the Common Core State Standards Initiative. They are referred to as <i>common core standards</i> and are posted at: www.corestandards.org/the-standards/english-language-arts-standards, and www.corestandards.org/the-standards/mathematics.</p> <p>Both replace State goals and standards for English and math in Appendix D to Part 1.</p>	<p>We are amending references to State goals and standards by referring to the common core standards in applicable footnotes and policies as they are reviewed.</p>

Revisions to Policies, Administrative Procedures and Exhibits

Immediate Action Suggested	Number and Title	Action <i>The memo describes the revisions.</i>
	2:105, Ethics and Gift Ban	Policy, footnotes, and Legal References are updated.
	2:120, Board Member Development	Policy and footnotes are updated.
	2:150, Committees	Policy is not changed. The footnotes now (1) cite a Public Access Counselor’s binding opinion, and (2) address the PERA and RIF joint committees.
	2:150-AP, Superintendent Committees	Procedure and footnotes are updated with minor clarifications to incorporate ISBE’s School Bullying Prevention Taskforce recommendations.
	4:170-AP7, Administrative Procedure - Targeted School Violence Prevention Program	Procedure and footnotes are updated.
	4:170-AP7, E1, Exhibit - Threat Assessment Decision Tree	Exhibit is updated with current school violence prevention terminology.
	4:170-AP7-E2, Exhibit - Threat Assessment Documentation and <u>Response</u>	Exhibit is renamed and updated to (1) align with current school violence prevention terminology, and (2) incorporate ISBE’s School Bullying Prevention Taskforce recommendations.
	4:170-AP7, E3, Exhibit - Targeted School Violence Prevention and Threat Assessment Education	Exhibit is updated to (1) align with current school emergency operations plans terminology, and (2) incorporate ISBE’s School Bullying Prevention Taskforce recommendations.
	5:20, Workplace Harassment Prohibited	Policy is not changed. The Legal References are updated. The footnotes are updated to discuss U.S. Supreme Court decisions.
	5:20-AP, Administrative Procedure - Sample Questions for Conducting the Internal Sexual Harassment in the Workplace Investigation	Procedure is updated.
	7:180-AP1, Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying and School Violence	NEW.
	7:180-AP1, E1, Exhibit - Resource Guide for Bullying and School Violence Prevention	NEW.
	7:180-AP1, E2, Exhibit - Be a Hero by Reporting Bullying and School Violence	NEW.
	7:180-AP1, E3, Exhibit - Memo to Staff Regarding Bullying and School Violence	NEW.
	7:180-AP1, E4, Exhibit - Memo to Parents/Guardians Regarding Bullying and School Violence	NEW.
	7:180-AP1, E5, Exhibit - Report Form for Bullying and School Violence	NEW.
	7:180-AP1, E6, Exhibit - Interview Form for Bullying and School Violence Investigation	NEW.

Revisions to Policies, Administrative Procedures and Exhibits *continued*

Immediate Action Suggested	Number and Title	Action <i>The memo describes the revisions.</i>
	7:180-AP1, E7, Exhibit - Response to Bullying and School Violence	NEW.
	7:340, Student Records	Policy and footnotes are amended.
	7:340-AP1, Administrative Procedure - School Student Records	The procedure is updated in response to an ISBE rule change. A footnote is augmented and a citation in the Legal References is corrected.
	7:340-AP1, E1, Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records	The exhibit is updated in response to an ISBE rule change.

Five Year Review

To further our commitment to continuous improvement, we attempt to review each policy and administrative tool that was not updated during the previous five years. This process keeps our material aligned with good governance principles and keeps the footnotes and Legal References current. Moreover, this process provides an occasion for school board members and administrators to review their materials to ensure that they are fulfilling their purpose

Number and Title	Action
1:20-AP, Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests	Two checkboxes are added addressing bidding exemption issues and consulting the board attorney to review proposed agreements.
2:80-E, Exhibit - Board Member Code of Conduct	The exhibit is unchanged.
2:170, Procurement of Architectural, Engineering, and Land Surveying Services	The policy is unchanged. Nonsubstantive changes are made to the Legal References.
2:170-AP, Administrative Procedure - Qualification Based Selection	Nonsubstantive changes are made to the procedure and Legal References.
4:20, Fund Balances	Minor clarifications are added to the policy. The footnotes now include a reference and link to ISBE's School District Financial Profile.
4:55-E, Exhibit - Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards	The exhibit is unchanged.
4:80-AP, Administrative Procedure - Checklist for Internal Controls	The procedure is unchanged.
5:190-AP, Administrative Procedure - Plan to Ensure That All Teachers Who Teach Core Academic Subjects Are <i>Highly Qualified</i>	A minor clarification is made to the footnotes.
6:10, Educational Philosophy and Objectives	The policy is unchanged. Nonsubstantive information is added to the footnotes.

Five Year Review *continued*

Number and Title	Action
6:30, Organization of Instruction	The policy is unchanged.
6:120, Education of Children with Disabilities	The policy is unchanged. Clarifications are made to the Legal References.
6:120-AP1, Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities	The procedure is unchanged.
6:230, Library Media Program	The policy is unchanged.
6:235-E3, Exhibit - Online Privacy Statement	A new subhead is added.
7:15, Student and Family Privacy Rights	The policy is unchanged. Minor edits are made to the Legal References. Minor clarifications are made to the footnotes.
7:15-E, Exhibit - Notification to Parents of Family Privacy Rights	The exhibit is unchanged. A nonsubstantive edit is made to the footnotes.
7:30, Student Assignment and Intra-District Transfer	The policy is unchanged. Minor clarifications are made to the footnotes.
7:165, School Uniforms	The policy is unchanged. Minor clarifications and nonsubstantive edits are made to the footnotes.
7:210, Expulsion Procedures	The policy is unchanged. Minor edits are made to the footnotes.
7:230, Misconduct by Students with Disabilities	The policy is unchanged. A correction is made to the Legal References.
7:250-AP1, Administrative Procedure - Measures to Control the Spread of Head Lice at School	Minor clarifications are made to the procedure.
7:280-E1, Exhibit - Placement of Students with AIDS	Outdated terminology is deleted.
7:280-E2, Exhibit - Reporting and Exclusion Requirements for Common Communicable Diseases	The exhibit is updated to reflect changes in administrative rules.
7:280-E3, Exhibit - Prevention of Staphylococcal Infections for Schools	The exhibit is unchanged.
7:300-E2, Exhibit - Certificate of Physical Fitness for Participation in Athletics	The exhibit is unchanged. Minor clarifications are made to the footnotes.
7:300-E3, Exhibit - Authorization for Medical Treatment	The exhibit is unchanged.
7:330, Student Use of Buildings - Equal Access	The policy is unchanged. Nonsubstantive edits are made to the footnotes.
7:330-E, Exhibit - Application for Student Groups that Are Not School Sponsored to Request Free Use of School Premises for Meetings	The exhibit is unchanged.
8:25-AP, Administrative Procedure - Advertising and Distributing Materials in School Provided by Non-School Related Entities	An option to centralize screening of materials at the administrative office is added.

Acknowledgement to PRESS Advisory Board

Before each PRESS issue is published, a group of distinguished individuals provides input and suggestions. We appreciate their contributions and thank them sincerely.

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