

**AGENDA  
BOARD OF EDUCATION  
REGULAR MEETING**

**THURSDAY, MAY 18, 2023  
9:30 AM**

**CENTRAL SERVICES OFFICES,  
793 NORTH MAIN STREET,  
GLEN ELLYN, ILLINOIS  
60137**

- I. Call To Order
- II. Public Participation
- III. Review and Approve Committee Meeting Minutes
- IV. Policies for Review
- V. Upcoming Meetings
- VI. Adjourn

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*Superintendent Dr. Melissa Kaczowski*

## Policy Committee Memo PRESS Issue 110 May 18, 2023

PRESS Issue 110 is bundled to address the laws passed in the General Assembly that affect school boards, due to the content of laws and policies, many updated policies may appear in several bundles. All materials are reviewed and revised to the current version of PRESS or in alignment with District practices and are also reviewed by District administration prior to committee review.

### **Board Member Elections & Ethics**

The General Assembly passed legislation this year impacting school board member elections and ethics. Based on a prior resolution passed by the IASB Delegate Assembly, the time period for boards to reorganize after board member elections was extended from 28 to 40 days. Additionally, the Ill. The Governmental Ethics Act significantly changed the statement of economic interests form that board members must file each year by May 1st.

The following materials are updated in response to this legislation:

- 2:30, School District Elections
- 2:100, Board Member Conflict of Interest
- 2:210, Organizational School Board Meeting

### **District Operations**

The General Assembly passed two Public Acts impacting student eligibility for school fee waivers:

1. Districts are required to waive fees for students whose parents are veterans or active-duty military personnel with income at or below 200% of the federal poverty line.
2. Change to add homeless children and youth as students eligible for waivers. It also requires districts to waive both school fees and fines, including fines for the loss of school property, for all eligible students. For districts that use a verification process independent of federal free meals, it limits income verification to once per academic year instead of every 60 calendar days.

The General Assembly passed many other laws related to school district finances and operations:

1. Updated exemptions to the disclosure of public records under the Freedom of Information Act, including reports made to the Safe2Help Illinois helpline, cybersecurity vulnerabilities, and school threat assessment procedures.
2. Updates related to sharing information in an employee's personnel record related to sexual misconduct as defined in Faith's Law, but it also gives employees a private right of action if an employer improperly discloses disciplinary actions from their personnel records.
3. District requirement to report on shared services or outsourcing to be approved by the board at an open meeting that allows for public comment.
4. District requirement to post the employee code of professional conduct policy on their websites.
5. District requirement to disclose their cash reserve balance information for all operational funds at the public hearings at which the board certifies its budget and levy for the taxable year.
6. Exemption of goods, services, or management of a school's food service from competitive bidding, provided the district makes a good faith effort to give preference to contracts that meet certain criteria.
7. Mandate that districts participating in the National School Lunch Program provide a plant-based school lunch option to those students who request one.
8. District requirement of an annual review of its emergency and crisis response plans, protocols, and procedures include the efficacy and effects of law enforcement drills.
9. Requirement that boards annually file the district's threat assessment procedure and a list identifying members of the threat assessment team with local law enforcement and the regional office of education or intermediate service center.
10. District requirement to report attacks on school personnel to the Ill. State Board of Education (ISBE) via its web-based School Incident Reporting System (SIRS) by August 1 annually. It also requires ISBE to report that data by district in an annual report published on its website.

The following materials are updated in response to this legislation:

- 2:250-AP1, Access to and Copying of District Public Records - Rewritten/Renumbered
- 2-250 AP2 Protocols for Record Preservation and Development of Retention Schedules NEW

- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
- 3:60-E, Event Reporting and Notice Requirements for Building
- Principals Concerning School Safety and Security
- 4:10, Fiscal and Business Management
- 4:60-AP1, Purchases
- 4:140, Waiver of Student Fees
- 4:170-AP1, Comprehensive Safety and Security Plan
- 4:190-AP2, Threat Assessment Team

### **Employee Conduct, Qualifications and Leaves**

The General Assembly continued to act this session in response to COVID-19 related issues and staff shortages in schools. It also built upon last year's amendment to Erin's Law by passing Faith's Law.

Other laws passed that impact materials listed below include:

1. Option for the 2022-2023 school year only, to waive evaluations of teachers, assistant principals, and principals who received excellent or proficient ratings on their last evaluation, when a disaster declaration for a public health emergency is in effect.
2. Hearing procedures restart for teachers charged with acts of corporal punishment, physical abuse, grooming, or sexual misconduct, that were previously paused due to the COVID-19 pandemic.
3. Allow substitute teachers to teach for 120 days, rather than 90 days, through the 2023 school years. It also allows short-term substitute teachers to teach for up to 15 consecutive days per licensed teacher when a disaster declaration for a public health emergency is in effect.
4. District requirement to restore sick leave days used by an employee during the 2021-2022 school year for a qualifying COVID-19 related reason, provided the employee was fully vaccinated by 5-10-22, and it expands the definition of sick leave to include mental or behavioral health complications.
5. Expand the protections of unpaid bereavement leave to include any absences taken due to the death of a covered family member and for absences related to unsuccessful pregnancies and adoptions.
6. Permission non licensed personnel performing non-instructional duties to supervise activities connected to the academic program when a disaster declaration due to a public health emergency is in effect.
7. District requirement to pay employees and contractors who provide educational support services their regular rate of pay in the event the district uses an e-learning day on which the employee/contractor would have otherwise worked.

The following materials are updated in response to this legislation:

- 3:60E Event Reporting & Notice Requirements for Building Principals Concerning School Safety and Security NEW
- 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
- 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest – RENAMED & REWRITTEN
- 5:120-AP1, Statement of Economic Interests for Employees
- 5:120-AP2, Employee Conduct Standards
- 5:220, Substitute Teachers
- 5:250, Leaves of Absence
- 5:280, Duties and Qualifications
- 5:330, Sick Days, Vacation, Holidays, and Leaves

### **Student Attendance and Records**

The General Assembly passed several laws that affect student attendance and records. This includes the district's requirement to appoint an employee to serve as a liaison with the Ill. Dept. of Children and Family Services (DCFS) and provides DCFS with certain rights related to the student records of children in their custody. Additional student truancy provisions now excuse middle and high school students for one school day per school year to attend a civic event, which is Finally, ISBE created new rules implementing absenteeism and truancy policy requirements.

The following PRESS materials are updated in response to these developments:

- 7:50, School Admissions and Student Transfers To and From Non-District Schools
- 7:70, Attendance and Truancy
- 7:250, Student Support Services
- 7:340, Student Records
- 7:340-AP1, School Student Record

### **Curriculum and Instruction**

With the ongoing culture wars swirling around them, districts have been facing increases in objections to their curriculum brought by parents and other stakeholders. In response to this recent trend and feedback from Ill. Council of School Attorney (ICSA) members who represent districts in these matters, have revised the 6:260 suite of PRESS materials, including adding a new administrative procedure to assist districts in managing curriculum objections in a consistent manner.

Legislation and legal developments impacting curriculum and instruction include:

1. Requirement to include instruction about safety in the home, including safe gun storage, as part of their safety education programs.
2. Ill. State Board of Education (ISBE) guidance on implementation to address the *optional* comprehensive personal health and safety and sexual health education program that aligns with the National Sex Education Standards.
3. ISBE guidance on implementation to address the mandate for schools to provide instruction in computer literacy.
4. Rules governing Transitional Bilingual Education were amended for clarity.

5. Rules/Laws which prohibits ISBE from requiring a standardized assessment for students in pre-K through grade 2, but still allows it to require assessments at those grade levels for diagnostic and screening purposes only.

The following are updated or created in response to these developments:

- 6:60-AP1, Comprehensive Health Education Program
- 6:255, Assemblies and Ceremonies
- 6:260, Complaints About Curriculum, Instructional Materials, and Programs
- 6:260-AP, Responding to Complaints About Curriculum, Instructional Materials, and Programs - NEW
- 6:260-AP, E, Curriculum Objection Form - RENAMED & RENUMBERED

### **Student Health and Behavior**

These changes reflect the many laws and other developments which impact student health and behavior. This includes the requirement for boards to adopt an anaphylactic policy in accordance with a new ISBE model policy. IASB has obtained permission from the American Academy of Pediatrics (AAP) to adapt its Allergy and Anaphylaxis Emergency Plan for use within PRESS as exhibit 7:285-AP, E, Allergy and Anaphylaxis Emergency Plan. Additionally, the following updates affected the areas of student health, including mental health, and student behavior:

1. The implementation of the socioemotional and developmental screening options under School Code.
2. District requirement to file bullying policies electronically by September 30 each review year through ISBE's IWAS system. It also provides that ISBE will monitor districts' implementation of bullying policies to ensure they meet statutory criteria and will publish on its website a notice of non-compliance for districts that fail to file bullying policies.
3. The Student Confidential Reporting Act requires that any State or locally operated school violence helpline currently in operation work in conjunction with Safe2Help Illinois as needed. It also delegates management of Safe2Help Illinois to the Ill. State Police (ISP), provides that any report or information submitted to Safe2Help Illinois is confidential and is considered a report to a law enforcement agency that must be maintained by ISP for five years, and sets forth exemptions to confidentiality of reported information.
4. Changes to the circumstances under which juvenile law enforcement records may be disclosed to school officials to "only if the agency or officer believes that there is an imminent threat of physical harm to students, school personnel, or others who are present in the school or on school grounds."
5. In response to a request from the ISBE Student Care Dept., 7:190, Student Behavior, now contains language for boards to explicitly prohibit the use of isolated time out, time out, and physical restraint (RTO). Including such language in the policy allows a district to show that it meets one of the three.
6. ISBE requirements for exemption from creating a plan for reducing the use of RTO.

The following are updated or created in response to these developments:

- 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:190, Student Behavior
- 7:190-AP3, Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students
- 7:190-AP4, Use of Isolated Time Out, Time Out, and Physical Restraint
- 7:285, Anaphylaxis Prevention, Response, and Management Program
- 7:285-AP, Anaphylaxis Prevention, Response, and Management Program
- 7:285-AP, E, Allergy and Anaphylaxis Emergency Plan - NEW

### **Administrative, Miscellaneous & Five-Year Reviews**

The following materials are updated due to Administrative recommendations, PRESS Editor quality assurance review, legislation, administrative rule and/or continuous improvement changes, including subscriber feedback.

The following are presented for updates:

- 3:50 Administration Personnel Other Than the Superintendent
- 5:20, Workplace Harassment Prohibited
- 5:120-AP2, E, Expectations and Guidelines for Employee- Student Boundaries NEW
- 5:240 Personnel Suspension
- 5:270, Employment At-Will, Compensation, and Assignment
- 5:320, ESP-Evaluation
- 6:250, Community Resource Persons and Volunteers
- 6:250AP Instruction-Securing and Screening Volunteers Rewritten/Renamed
- 6:250E Instruction-Volunteer Information Form \_ Waiver Rewritten
- 7:190-E2, Student Handbook Checklist NEW
- 7:250-AP2, Protocol for Responding to Students with Social, Emotional, or Mental Health Needs

## School Board

### School Board Elections

Elections conducted by the School District are non-partisan elections governed by the general election laws of the State and include the election of School Board members, various public policy propositions, and advisory questions. School Board members are elected at the consolidated election held on the first Tuesday in April in odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover.<sup>4</sup> The canvass of votes is conducted by the election authority within 21 days after the election

The School Board's election duties are:

- 4. The Board, by proper resolution, may place on the ballot; (a) public policy referendum according to Article 28 of the Election Code, or (b) advisory questions of public policy according to Section 9-1.5 of the School Code..
- ~~2.1. The Board President, Secretary, and the member with the longest continuous service, compose the Education Officers Electoral Board to hear and rule on objections to candidate nominating petitions and public questions. However, if any member of the Electoral Board is a candidate for the office for which the objection petition is filed, he or she is replaced on the Electoral Board by the School Board member with the second longest continuous service.~~
- ~~3.2. The Board clerk serves as the local election official, assisted by designated representatives appointed by the Board. He or she receives petitions for the submission of a public question to referenda and forwards them to the proper election officer and otherwise provides information to the community concerning District election.~~

LEGAL REF.: 10 ILCS 5/1-3,5/2A, 5/9, 5/10-9, 5/22-17, 5/22-18 and ~~10 ILCS 5/28~~  
105 ILCS 5/9 and ~~5/9-1~~.

CROSS REF.: 2:40 (Board Member Qualifications), 2:50 (Board Member Term of Office), 2:210 (Organizational School Board Meeting)

Reviewed: October 20, 2003; January 18, 2011, February 11, 2013

Approved: November 17, 2003

Revision Adopted: January 24, 2005, February 7, 2011, February 25, 2013

## School Board

### Board Member Conflict of Interest

No School Board member shall (1) have a beneficial interest directly or indirectly in any contract, work, or business of the District unless permitted by State or federal law or (2) solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or contracts with the District. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board Policy 2:105 *Ethics and Gift Ban*.

Board members must annually file a "Statement of Economic Interests" as required by the Illinois Governmental Ethics Act. Each School Board member is responsible for filing the statement with the county clerk of the county in which the District's principal office is located by May 1.

### Federal and State Grant Awards

No Board member shall participate in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) if he or she has a real or apparent conflict of interest. A conflict of interest arises when a Board member or any of the following individuals has a financial or other interest in or tangible benefit from the entity selected for the contract:

1. ~~A Any person that has a close personal relationship with a Board member that may compromise or impair the Board member's fairness and impartiality, including a member of the Board member's immediate family, or household;~~
2. The Board member's ~~business~~ partner; or
3. An entity that employs or is about to employ the Board member or one of the individuals listed in one or two above.

LEGAL REF.: 105 ILCS 5/10-9  
~~5 ILCS 420Ill. Governmental Ethics Act /4A-101, 420/4A-105, 420/4A-106, and 420/4A-107.~~  
 30 ILCS 708/, Grant Accountability and Transparency Act.  
 50 ILCS 105/3, Public Officer Prohibited Activities Act.  
~~105 ILCS 5/10-9.~~  
 2 C.F.R. §200.318(c)(1)

CROSS REF.: 2:105 (Ethics and Gift Ban), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics, Code of Professional Conduct; and Conflict of Interest)

Reviewed: October 20, 2003; January 18, 2011, August 21, 2017, February 24, 2020  
 Adopted: November 17, 2003  
 Revision Adopted: May 17, 2004, February 7, 2011, September 5, 2017, March 9, 2020

## School Board

### Organizational School Board Meeting

During a March meeting in odd-numbered years, the School Board establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within ~~40~~ 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. ~~If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover.~~

Any board member and new board member-elect interested in a board leadership position (president, vice-president, secretary) may present a written statement of interest for that position or positions to be included in a communication from the Superintendent one week prior to the Organizational School Board Meeting for review by fellow board members. This procedure will not preclude nominations being made during the organizational meeting but serves to inform all board members about an individual's level of interest for a Board leadership position prior to the election of officers.

At the organizational meeting the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.
2. The new School Board members shall be seated.
3. The School Board shall elect its officers who assume office immediately upon their election.
4. The School Board shall fix a time and date for its regular meetings.

LEGAL REF.: ~~10 ILCS 5/2A-1 et seq.~~  
 105 ILCS ~~5/9-18~~, 5/10-5, ~~and~~ 5/10-16, and 5/10-16.5.  
10 ILCS 5/2A-1 et seq., Election Code

CROSS REF.: 2:30 (School Board Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of School Board Meetings), 2:220 (School Board Meeting Procedure), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)

Reviewed: October 20, 2003; January 18, 2011; February 21, 2011  
 Adopted: November 17, 2003  
 Revision Adopted: May 16, 2005; December 18, 2006; February 21, 2011

Rewritten/Renumbered

## **School Board**

### **Administrative Procedure - Access to and Copying of District Public Records**

- A. Legal Citations and Definitions
- B. FOIA Compliance
- C. Availability and Posting Requirements
- D. Fee Schedule
- E. Response to FOIA Requests
- F. Extensions of Time to Respond
- G. Unduly Burdensome Requests
- H. Requests for Commercial Purposes
- I. Managing Requests from a Recurrent Requester
- J. Managing Voluminous Requests
- K. Denials
- L. Consultation with the Board Attorney

#### **A. Legal Citations and Definitions**

The legal requirements contained in this procedure are followed by a citation to the controlling statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Ill. Freedom of Information Act (FOIA) (5 ILCS 140/2). For easy reference, some definitions are re-printed in this procedure. The IASB reports on Ill. Public Access Counselor (PAC) opinions concerning FOIA on its **Recent Court and Agency Decisions** website, located at: [www.iasb.com/law/courtdecisions.cfm](http://www.iasb.com/law/courtdecisions.cfm).

#### **B. FOIA Compliance**

The District's Freedom of Information Officer (FOIA Officer) implements the Board policy (2:250, *Access to District Public Records*) and has the duties, without limitation, listed below:

1. Manages the District's compliance with FOIA including without limitation, performing the following duties specified in FOIA, 5 ILCS 140/3.5:
  - a. Receives FOIA requests, ensures that the District responds to requests in a timely fashion, and issues responses to FOIA requests.
  - b. Develops a list of documents or categories of records that will be immediately disclosed upon request. See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.
  - c. Upon receiving a request for a public record, (a) notes the date the District received the written request; (b) computes the day on which the period for response will expire and makes a notation of that date on the written request; (c) maintains an electronic or paper copy of a written request, including all documents submitted with the request until the request has been complied with or denied; and (d) creates a file for the retention of the original request, a copy of the response, a record of written communications with the requester, and a copy of other communications.
2. Identifies other staff members to assist with FOIA compliance and delegates specific responsibilities to them. These individuals may include the information technology specialist and department heads.
3. Informs and/or trains staff members concerning their respective responsibilities regarding FOIA. This includes explaining the requirement that all FOIA requests must be immediately forwarded to the FOIA Officer, including those that are received via email.
4. Successfully completes the annual training program developed by the Ill. Public Access Counselor (PAC) in the Ill. Attorney General's office. Each newly appointed FOIA Officer must successfully complete the training program within 30 days after assuming the position.

#### **C. Availability and Posting Requirements**

Full access to the District's *public records* is available to any person as provided in FOIA. The FOIA Officer approves all requests for *public records* unless: (1) the requested material does not exist, (2) the requested material is exempt from inspection and copying by FOIA, or (3) complying with the request will be unduly burdensome after extending an opportunity to the requester to reduce the request to manageable proportions.

The FOIA Officer shall:

1. Prominently display at each administrative office and school, and post on the District website, if any, the following:
  - a. A brief description of the District, and
  - b. The methods for requesting information and District public records, directory information listing the FOIA Officer and where requests for public records should be directed, and any fees. 5 ILCS 140/4. This information must be copied and mailed if requested.
2. Maintain and make available for inspection and copying a reasonably current list of all types or categories of records under the District's control. 5 ILCS 140/5. The list below contains the categories of records kept by the District; some of the records within these categories are exempt and, therefore, will not be disclosed in response to a FOIA request.
  - a. Board governance, including without limitation, Board meeting calendar and notices, Board meeting agendas and minutes, Board policy
  - b. Fiscal and business management, including without limitation, levy resolution and certificate of tax levy, audit, line-item budget, grant documents, account statements, accounts payable list, contracts, legal notices, bidding specifications, requests for proposals
  - c. Personnel, including without limitation, employee contact information, salary schedules, staff handbook, collective bargaining agreements, personnel file material
  - d. Students and instruction, including without limitation, accountability documents, calendars, student handbooks, learning outcomes, student school records

#### **D. Fee Schedule**

The FOIA Officer establishes a fee schedule (from time-to-time as appropriate) that complies with 5 ILCS 140/6, including each of the following:

1. The fees, except when otherwise fixed by statute, must: (a) be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records, and (b) not exceed that maximum fee amount set by FOIA.
2. Statutory fees applicable to copies of public records when furnished in a paper format are not applicable to those records when furnished in an electronic format.
3. No fee is charged for the first 50 pages of black and white, letter or legal sized copies furnished to a requester.
4. The fee for black and white, letter or legal sized copies shall not exceed 15 cents per page.
5. If the District provides copies in color or in a size other than letter or legal, the fee may not be more than its actual cost for reproducing the records.
6. A fee reduction is available if the person requesting the record states a specific purpose for the request and indicates that a fee reduction is in the public interest by having as its principal purpose the general public's health, safety, welfare, or legal rights and is not for the principal purpose of personal or commercial benefit. In setting the reduction's amount, the FOIA Officer considers the amount of materials requested and the cost of copying them.
7. In accordance with 5 ILCS 140/6(a-5), if a voluminous request is for electronic records and the responsive records are:
  - a. Not in a portable document format (PDF), the District charges up to \$20 for not more than two megabytes of data, up to \$40 for more than two but not more than four megabytes of data, and up to \$100 for more than four megabytes of data.
  - b. In a PDF, the District charges up to \$20 for not more than 80 megabytes of data, up to \$40 for more than 80 megabytes but not more than 160 megabytes of data, and up to \$100 for more than 160 megabytes of data.
  - c. In both a PDF and not in a PDF, the District separates the fees and charges the requester under both fee scales.

8. Unless the request is for a commercial purpose or a voluminous request, the costs of any search for and review of the records or other personnel costs associated with reproducing the records are not included in the fee calculation. 5 ILCS 140/6(a).

\*Section 6(a) states: “If a request is *not* a request for a *commercial purpose* or a *voluminous request*, a public body *may not* charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records.” (Emphasis added) This implies that a search and review fee may be charged when responding to a request for a *commercial purpose* or a *voluminous request*. However, Sec. 6(b) states that the search and review fee described in Sec. 6(f) may be charged *only to* someone making a *commercial request*. Sec. 6(f) contains the maximum amounts that may be charged for search and review but does not explain when they may be charged. The FOIA Officer will need to consult the Board Attorney.

When responding to a request for commercial purposes, as defined in 5 ILCS 140/2(c-10), the District charges:

- a. Up to \$10.00 for each hour spent by personnel in searching for or retrieving a requested record or examining the record for necessary reductions. No fee is charged for the first eight hours spent by personnel in searching for or retrieving a requested record. 5 ILCS 140/6(f).
- b. The actual cost of retrieving and transporting public records from an off-site storage facility when the public records are maintained by a third-party storage company under contract with the District. 5 ILCS 140/6(f).

Someone making a voluminous request may be charged the fees as described above upon the FOIA Officer’s consult with the Board Attorney.

The FOIA Officer provides the requester with an accounting of all fees, costs, and personnel hours in connection with the request for public records under 7 and 8 above. 5 ILCS 140/6(a-5) and (f).

## E. Response to FOIA Requests

The FOIA Officer must:

1. Comply with or deny a request for inspection or copying within five business days of receiving a records request, unless the time for response is extended. 5 ILCS 140/3. He or she may use forms prepared by the PAC available at: [www.foiapac.ilag.gov/](http://www.foiapac.ilag.gov/). Click on the menu *PAC Resources*, then on the submenu *Forms and Sample Letters*.
2. Redact any and all exempt portion(s) of requested records containing both exempt and non-exempt material and release the remaining material. 5 ILCS 140/7.
3. Comply with the Personnel Record Review Act (PRRA), 820 ILCS 40/, amended by P.A. 101-531.
  - a. The response to a request for a disciplinary report, letter of reprimand, or other disciplinary action depends on the age and nature of the responsive record.
    - 1) If the responsive record is more than four years old and is not related to an incident or an attempted incident of sexual abuse, severe physical abuse, or *sexual misconduct* as defined in 105 ILCS 5/22-85.5(c), the request must be denied unless the release is ordered in a legal action or arbitration. 5 ILCS 140/7.5(q), amended by P.A. 101-620; 820 ILCS 40/8, amended by P.A.s 101-531 and 102-702.
    - 2) If the responsive record is more than four years old and is related to an incident or an attempted incident of sexual abuse, severe physical abuse, or *sexual misconduct* as defined in 105 ILCS 5/22-85.5(c), the request cannot be denied. 820 ILCS 40/8, amended by P.A.s 101-531 and 102-702.
    - 3) If the responsive record is four years old or less, it must be disclosed (regardless of its nature) and the employee must be notified in writing (first class mail) or by email, if available, on or before the day any such record is released, unless notice is not required under the PRRA. 5 ILCS 140/7.5(q), amended by P.A. 101-620; 820 ILCS 40/7, amended by P.A. 102-562. A notice to the employee is not required if:
      - The employee specifically waived written notice as part of a written, signed employment application with another employer;
      - The disclosure is ordered to a party in a legal action or arbitration; or
      - Information is requested by a government agency as a result of a claim or complaint by an employee, or as a result of a criminal investigation by such agency.
  - b. A request for a performance evaluation(s) must be denied. 820 ILCS 40/11.

## F. Extensions of Time to Respond

The District FOIA Officer may extend the time for a response for any of the reasons stated in 5 ILCS 140/3(e)(i-vii), **quoted below**:

- (i) The requested records are stored in whole or in part at other locations than the office having charge of the requested records;
- (ii) The request requires the collection of a substantial number of specified records;
- (iii) The request is couched in categorical terms and requires an extensive search for the records responsive to it;
- (iv) The requested records have not been located in the course of routine search and additional efforts are being made to locate them;
- (v) The requested records require examination and evaluation by personnel having the necessary competence and discretion to determine if they are exempt from disclosure under 5 ILCS 140/7 or should be revealed only with appropriate deletions;
- (vi) The request for records cannot be complied with by the public body within the time limits prescribed by 5 ILCS 140/3(d) without unduly burdening or interfering with the operations of the public body; or
- (vii) There is a need for consultation, which shall be conducted with all practicable speed, with another public body or among two or more components of a public body having a substantial interest in the determination or in the subject matter of the request.

If an extension of time for a response is needed, the FOIA Officer must perform one of the following actions within five business days after receipt of the request:

1. Notify the requester that the District is extending its time for response for no longer than 5 business days from the original due date, and identify the reason for the delay and the date on which a response will be made. 5 ILCS 140/3(e) and (f); or
2. Confer with the requester in an attempt to reach an agreement on an extended compliance date. The agreement must be in writing. 5 ILCS 140/3(e).

## G. Unduly Burdensome Requests

Before invoking the *unduly burdensome* exemption, the FOIA Officer must confer with the requester in an attempt to reduce the request to manageable proportions. 5 ILCS 140/3(e) and (g). A request may be unduly burdensome due, for example, to the request's breadth. The FOIA Officer must explain to the requester in writing when a request continues to be unduly burdensome, specifying the reason why the request is unduly burdensome.

## H. Requests for Commercial Purposes

A request is for *commercial purposes*, according to 5 ILCS 140/2(c-10), if:

[T]he use of any part of a public record or records, or information derived from public records, in any form for sale, resale, or solicitation or advertisement for sales or services. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered to be made for a *commercial purpose* when the principal purpose of the request is (i) to access and disseminate information concerning news and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.

The FOIA Officer responds to a request that appears to be for commercial purposes pursuant to 5 ILCS 140/3.1 by:

1. Asking the requester to identify if the record is for a commercial purpose. See 2:250-E1, *Written Request for District Public Records*. It is unlawful for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the District. 5 ILCS 140/3.1(c).
2. Responding to a request for records to be used for a commercial purpose within 21 working days after receipt. The response must be one of the following: (a) provide an estimate of the time required by the District to provide the records and an estimate of the fees, which the requester may be required to pay in full before copying the requested documents; (b) deny the request pursuant to one or more of the exemptions; (c) notify the requester that the request is unduly burdensome and extend an opportunity to attempt to reduce the request to manageable proportions; or (d) provide the records requested.
3. Complying with a request, unless the records are exempt from disclosure, within a reasonable period considering the size and complexity of the request, and giving priority to records requested for non-commercial purposes.

4. Collecting a fee as described in subsection **D.** above.

### **I. Managing Requests from a Recurrent Requester**

A request is from a *recurrent requester*, according to 5 ILCS 140/2(g), if:

[A] person that, in the 12 months immediately preceding the request, has submitted to the same public body (i) a minimum of 50 requests for records, (ii) a minimum of 15 requests for records within a 30-day period, or (iii) a minimum of seven requests for records within a seven-day period. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered in calculating the number of requests made in the time period in this definition when the principal purpose of the requests is (i) to access and disseminate information concerning new and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.

For purposes of this definition, one *request* may identify multiple records to be inspected or copied.

The District complies with a request from a recurrent requester within a reasonable period considering the size and complexity of the record, unless the records are exempt from disclosure. 5 ILCS 140/3.2(c).

The FOIA Officer responds to a request from a recurrent requester by:

1. Notifying the requester within five business days after receiving a request from a recurrent requester (5 ILCS 140/3.2(b)) that:
  - a. The request is being treated as coming from a recurrent requester under 5 ILCS 140/2(g);
  - b. The reasons the request is being treated as coming from a recurrent requester;
  - c. The District will send an initial response within 21 business days after receipt of the request; and
  - d. The proposed FOIA responses that may be asserted pursuant to 5 ILCS 140/3.2(a). These are the same responses that the District can provide within 21 business days after receipt of a request.
2. Responding within 21 business days after receipt of a recurrent request with one of the following (5 ILCS 140/3.2(a)):
  - a. An estimate of the time required by the District to provide the records and an estimate of the fees, which the requester is required to pay in full before the District copies the requested documents;
  - b. A denial pursuant to one or more of the exemptions;
  - c. Notification that the request is unduly burdensome and extend an opportunity to attempt to reduce the request to manageable proportions; or
  - d. The records as requested.

### **J. Managing Voluminous Requests**

A *voluminous request*, according to 5 ILCS 140/2(h), means:

[A] request that:

- i. Includes more than five individual requests for more than five different categories of records or a combination of individual requests that total requests for more than five different categories of records in a period of 20 business days; or
- ii. Requires the compilation of more than 500 letter or legal-sized pages of public records unless a single requested record exceeds 500 pages. *Single requested record* may include, but is not limited to, one report, form, email, letter, memorandum, book, map, microfilm, tape, or recording.

According to 5 ILCS 140/2(h), a *voluminous request* “does not include a request made by news media and non-profit, scientific, or academic organizations if the principal purpose of the request is: (1) to access and disseminate information concerning news and current or passing events; (2) for articles of opinion or features of interest to the public; or (3) for the purpose of academic, scientific, or public research or education.”

The FOIA Officer responds to a voluminous request by:

1. Notifying the requester within five business days after receiving a voluminous request that:
  - a. The District is treating the request as a voluminous request under 5 ILCS 140/3.6.
  - b. The District is treating the request as voluminous for one of the following reasons:

- 1) Includes more than five individual requests for more than five different categories of records or a combination of individual requests that total requests for more than five different categories of records in a period of 20 business days; or
  - 2) Requires the compilation of more than 500 letter or legal-sized pages of public records unless a single requested record exceeds 500 pages.
- c. The requester must respond to the District within ten business days after this response is sent. The requester must specify whether the requester would like to amend the request in such a way that the District will no longer treat the request as a voluminous request.
  - d. If the requester does not respond within ten business days or if the request continues to be a voluminous request following the requester response, the District will respond to the request and assess any fees the District charges pursuant to 5 ILCS 140/6.
  - e. The District has five business days after receipt of the requester's response or five business days from the last day for the requester to amend the request, whichever is sooner, to respond to the request.
  - f. The District may request an additional ten business days to comply with the request.
  - g. The requester has the right to review the District's determination by the public access counselor whose address and phone number follows:
 

Public Access Counselor  
Office of the Attorney General  
500 S. 2nd Street  
Springfield, Illinois 62706  
Phone: 1-877-299-3642
  - h. If the requester fails to accept or collect the responsive records, the District will still charge the requester for its response pursuant to 5 ILCS 140/6 and the requester's failure to pay will be considered a debt due and owing to the District and may be collected in accordance with applicable law.
2. Providing the requester ten business days from the date the District responded to amend the request in such a way that the District will no longer treat it as a voluminous request.
  3. If a request continues to be a voluminous request following the requester's reply or the requester fails to reply, responding within the earlier of five business days after the District receives the requester's reply or five business days after the final day for the requester to reply to the District's notification. The District's response must:
    - a. Provide an estimate of the fees to be charged, indicating whether the District requires the person to pay in full before the District copies the requested documents;
    - b. Deny the request pursuant to one or more of the exemptions sent out in FOIA;
    - c. Notify the requester that the request is unduly burdensome and extend an opportunity to the requester to attempt to reduce the request to manageable proportions; or
    - d. Provide the records as requested.

The District may extend the time for responding by not more than five business days from the final date for the requester to reply to the District's notification for any of the reasons provided in 5 ILCS 140/3(e).

The requester and District may agree in writing to extend the time for compliance for a period to be determined by the parties.

## **K. Denials**

The FOIA Officer will deny a FOIA request for any of the exemptions in 5 ILCS 140/7 or 7.5, amended by P.A.s 101-221, 101-620, and 101-649. He or she will comply with 5 ILCS 140/9 by:

1. Providing the requester with a written response containing: (a) the reasons for the denial, including a detailed factual basis for the application of any exemption claimed; (b) the names and titles or positions of each person responsible for the denial; and (c) information about his or her right to review by the Public Access Counselor (include the address and phone number for the Public Access Counselor), and to judicial review under 5 ILCS 140/11.

2. Specifying the exemption claimed to authorize the denial and the specific reasons for the denial, including a detailed factual basis and a citation to supporting legal authority when the denial is based on the grounds that the records are exempt under 5 ILCS 140/7.
3. Retaining copies of all denial notices in a single central office file that is open to the public and indexed according to the type of exemption asserted and, to the extent feasible, according to the types of records requested. 5 ILCS 140/9(b).

**L. Consultation with the Board Attorney**

The FOIA Officer may consult with the Board Attorney, as needed, for legal advice concerning compliance with FOIA, including without limitation:

1. Responding to specific requests,
2. Communicating with the Office of the Ill. Attorney General or PAC, or
3. During any judicial proceeding.

LEGAL REF.: 5 ILCS 140/, Freedom of Information Act.

Reviewed: October 20, 2003, January 18, 2011, September 14 2015

Approved: November 17, 2003

Revision Adopted: January 24, 2005, January 18, 2011, September 28, 2015

**NEW**

**School Board**

**Administrative Procedure - Protocols for Record Preservation and Development of Retention Schedules**

Legal Citations

Each legal requirement in this procedure is followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Actor	Action
<p>All Staff Members and School Board Members</p>	<p>Maintain all records, as defined and required in the Ill. Local Records Act (LRA). No public record shall be destroyed except as allowed by the LRA.</p> <p>“<i>Public record</i> means any book, paper, map, photograph, born-digital electronic material, digitized electronic material, electronic material with a combination of digitized and born-digital material, or other official documentary material, regardless of physical form or characteristics, made, produced, executed or received by any agency or officer pursuant to law or in connection with the transaction of public business and preserved or appropriate for preservation by such agency or officer, or any successor thereof, as evidence of the organization, function, policies, decisions, procedures, or other activities thereof, or because of the informational data contained therein.” 50 ILCS 205/3.</p> <p>Do not destroy any District record, no matter its form, if it is subject to a litigation hold. F.R.C.P. 37(e).</p> <p>In federal lawsuits there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding to not destroy any electronic records that might be relevant. The receipt of a <i>litigation hold</i> or preservation letter from the Board’s attorney requires all potentially relevant electronic information to be identified, located, and preserved. This includes all email, e-documents, the tapes and servers of discarded systems, and backup data stored elsewhere.</p> <p>Whenever disposing of materials containing <i>personal information</i>, render the <i>personal information</i> unreadable, unusable, and undecipherable. 815 ILCS 530/40; 44 Ill.Admin.Code §4000.40(b).</p> <p>The Personal Information Protection Act (815 ILCS 530/) contains mandates for disposing of materials containing personal information (<i>personal information</i> is defined in 815 ILCS 530/5 as either of the following: (1) an individual’s first name or first initial and last name combined with any of the following data elements, when either the name or data elements are not encrypted/redacted or are encrypted/redacted but the keys to unencrypt/unredact or otherwise read the name or data elements have been acquired without authorization through a security breach: social security number, driver’s license number or State identification card number, financial account information, medical information, health insurance information, or unique biometric data; or (2) user name or email address, combined with a password or security question and answer that would permit access to an online account, when any of these data elements are not encrypted/redacted or are encrypted/redacted but the keys to unencrypt/unredact or otherwise read the data elements have been acquired without authorization through a security breach). The Ill. Attorney General</p>

Actor	Action
	is authorized to impose a fine and bring court action for noncompliance. 815 ILCS 530/40.
Superintendent	<p>Assign the following activities to the Records Custodian and Head of Information Technology (IT):</p> <ol style="list-style-type: none"> <li>1. Develop and maintain a protocol for preserving and categorizing District records;</li> <li>2. Develop and maintain a record retention and destruction schedule; and</li> <li>3. Develop protocols to implement a litigation hold.</li> </ol>
Records Custodian and Head of IT	<p><b>1. Develop and maintain a protocol for preserving and categorizing District records.</b></p> <p>Develop and maintain a list of all District records organized in categories and sub-categories, e.g., records relating to business, students, personnel, board meetings, etc. Align this list with the list of District records required by the Freedom of Information Act. 5 ILCS 140/5.</p> <p>Paper records may be easier to locate than electronic records. Electronic records will potentially exist in all of the available clouds, servers, tapes, hard drives, computers, and similar types of electronic devices (e.g., laptops, tablets, smart phones, voicemail, etc.).</p> <p>Prepare a description of how District records stored by means of electronic data processing may be obtained in a form understandable to persons lacking computer knowledge. 5 ILCS 140/5; 44 Ill.Admin.Code §4000.70, <i>Digital Reproduction</i>; 44 Ill.Admin.Code §4000.80, <i>Management of Electronic Records</i>.</p> <p>Such a description may include contact information for a person who can aid in obtaining records stored electronically.</p> <p>Provide for keeping only <i>records</i> and destroying non-records. Avoid filing non-record material with records. Determine what is a non-record, e.g., identical copies of documents maintained in the same file; extra copies of printed or processed materials (official copies of which are retained by the office); blank forms; and personal communications.</p> <p>The goal is to control excessive accumulation of material. Non-record material may be destroyed at any time. 50 ILCS 205/9.</p> <p>Absent a litigation hold, email must be retained only when it contains: (1) evidence of the District’s organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. 50 ILCS 205/3. Email that is conversational, personal, or contains brainstorming may generally be deleted.</p> <p>A consistent email retention policy for use across the District ensures that the necessary emails are being retained and emails that are not required to be preserved are purged on a regular basis.</p> <p>Determine whether each sub-category of documents should be reproduced by photography (44 Ill.Admin.Code §4000.60), microphotographic and electronic microimaging processes (44 Ill.Admin.Code §4000.50), or digitized electronic format (44 Ill.Admin.Code §4000.70).</p> <p>Any public record may be reproduced in a microfilm or digitized electronic format and the analog/paper version destroyed, provided: (a) the records are reproduced on “a durable medium that accurately and legibly reproduces the original record in all details,” and “that does not permit additions, deletions, or changes to the original document images,” and “if electronic, that are retained in a trustworthy manner so that the records...are accessible and usable for subsequent reference at all times when</p>

Actor	Action
	<p>the information must be retained,” (b) the reproduction is retained for the prescribed retention period, and (c) the Local Records Commission is notified when the original record is disposed of and also when the reproduced record is disposed of. 50 ILCS 205/7.</p> <p>Use the Ill. Secretary of State publication Guidelines for Using Electronic Records (<a href="http://www.cyberdriveillinois.com/departments/archives/records_management/electrecs.html">www.cyberdriveillinois.com/departments/archives/records_management/electrecs.html</a>) and 44 Ill.Admin.Code §§4000.APPENDIX A <i>Sustainable File Formats for Electronic Records - A Guide for Government Agencies</i> (<a href="http://www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996aR.html">www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996aR.html</a>), 4000.APPENDIX B <i>Reliable Storage Media for Electronic Records - A Guide for Government Agencies</i> (<a href="http://www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996BR.html">www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996BR.html</a>).</p> <p>Identify and index the location of each category and sub-category of District records. Organize electronic record and data storage.</p> <p>The goal is to ensure that all documents, including electronically created ones, are retained for the required timeframes and are easy to retrieve and produce if necessary.</p> <p><b>2. Develop and maintain a record retention and destruction schedule for submission to the Superintendent and eventually to the Local Records Commission.</b></p> <p>Prepare a list of public records that: (1) are not needed for current business, and (2) do not have sufficient administrative, legal, or fiscal value to warrant their further preservation. Stated differently, identify records that have no administrative, legal, or fiscal value, as this is the criteria the Commission uses to determine whether or not to authorize the records’ destruction.</p> <p>Records that have no administrative, legal, or fiscal value may be destroyed according to provisions in the LRA. 50 ILCS 205/10.</p> <p>Prepare a schedule for record destruction by identifying the length of time a record category or series warrants retention after it has been received or produced by the District.</p> <p>The ultimate goal is to obtain permission to destroy unnecessary public records. The Local Records Commission must approve the destruction of any public record. 50 ILCS 205/7; 44 Ill.Admin.Code Part 4000 (Local Records Commission for agencies comprising counties of less than 3,000,000 inhabitants); 44 Ill.Admin.Code Part 4500 (Local Records Commission of Cook County). See the Archives Department on the Secretary of State’s website: <a href="http://www.cyberdriveillinois.com/departments/archives/databases/home.html">www.cyberdriveillinois.com/departments/archives/databases/home.html</a></p> <p>44 Ill.Admin.Code Part 4000.30 details the procedures for compiling and submitting lists and schedules of records for disposal.</p> <p>The School Code and other statutes (e.g., statutes of limitations) contain mandatory retention timelines. The Board attorney should be consulted.</p> <p>The e-discovery rules provide a safe harbor for parties during a lawsuit that cannot provide information because it was destroyed as a result of routine practices. F.R.C.P. 37(e).</p> <p><b>3. Develop protocols to implement a litigation hold.</b></p> <p>Understand what a <i>litigation hold</i> is.</p>

Actor	Action
	<p>A litigation hold refers to the notification made by the Board’s attorney telling the District to preserve all information that may be relevant to current or anticipated litigation. While it may occur anytime in the legal process, it will usually occur during discovery, the pretrial phase of a lawsuit designed to compel the exchange of information between parties. A litigation hold triggers the need to immediately suspend destruction of electronic and other records relevant to the current or potential claim. F.R.C.P. 37(e).</p> <p>Specify how to implement a litigation hold, i.e.:</p> <ul style="list-style-type: none"> <li>● Who can trigger a litigation hold?</li> <li>● How is a litigation hold communicated?</li> <li>● Who should gather the records?</li> <li>● What records are subject to a litigation hold and who determines this?</li> <li>● In what format should records be gathered?</li> <li>● Where should records be gathered?</li> </ul> <p>Identify how to implement a litigation hold for all IT systems, including backup tapes, to ensure they are not deleted or overwritten as part of the normal tape rotation process.</p> <p>Prepare a map of potentially relevant data and otherwise assist the Board attorney in locating all potentially relevant information.</p>
Superintendent	<p>Submit new or revised record retention and destruction lists and schedules to the Local Records Commission for approval.</p> <p>Disseminate the record retention schedule, along with instructions, to all affected staff members and Board members.</p> <p>Immediately inform the Records Custodian and Head of IT whenever a record must be preserved because: (1) it may be relevant to present or future litigation, or (2) the Board Attorney has notified the District to preserve a record, including electronic information (<i>litigation hold</i>).</p> <p>Authorize and/or order the destruction of District records after ensuring that the following steps have been performed:</p> <ol style="list-style-type: none"> <li>1. The Local Records Commission approved a schedule for continuing authority to destroy District records after the expiration of the applicable period.</li> <li>2. Any record is retained and removed from the disposal list if it is or may be evidence in litigation, or is otherwise subject to a <i>litigation hold</i>.</li> <li>3. Thirty days prior to disposal or destruction of any records, regardless of physical format or characteristics, submit a Local Records Disposal Certificate to the Commission and dispose only after a copy of that certificate has been reviewed and approved by the Chairman and returned to the District. The original copy of that Local Records Disposal Certificate is kept in the files of the Commission, and the duplicate copy approved and returned by the Chairman must be retained by the District. 44 Ill.Admin.Code §§4000.40(c), 4500.40(c).</li> <li>4. In the case of records with scheduled retention of less than one year, a single Local Records Disposal Certificate for more than one disposal event within a given year may be used. Local Records Disposal Certificates submitted with this intent must include a schedule of proposed records disposal in addition to the normally required information. The District must wait to dispose of records until receipt of approval from the Commission, as required in number 3, above. 44 Ill.Admin.Code §§4000.40(d), 4500.40(d).</li> </ol>

Actor	Action
	5. For records that have been damaged by water, fire, smoke, insects or vermin, mold or some other natural disaster that poses a health or safety risk to employees, the District may apply to the Commission for permission to dispose of those records ahead of their scheduled disposal date. The request must include a Local Records Disposal Certificate accompanied by the District’s explanation of why the records need early disposal. The Commission may grant the request only after physically reviewing the damaged records. 44 Ill.Admin.Code §§4000.40(e), 4500.40(e).

**Links to Web-based Record Management Resources:**

- [Cook County Local Records Commission Meetings](#)
- [Cook County Local Records Commission Rules \(44 Ill.Admin.Code Part 4500\)](#)
- [Downstate Local Records Commission Meetings](#)
- [Rules of the Downstate Local Records Commission \(44 Ill.Admin.Code Part 4000\)](#)
- [Ill. School Student Records Act \(105 ILCS 10/, amended by P.A. 101-161, eff. 1-1-20\)](#)
- [Local Records Act \(50 ILCS 205/\)](#)
- [Local Records Disposal Certificate](#)

LEGAL REF.: Federal Rules of Civil Procedure, Rules 16, 26 and 37.  
 5 ILCS 140/, Freedom of Information Act.  
 50 ILCS 205/, Local Records Act.  
 105 ILCS 10/, Ill. School Student Records Act.  
 815 ILCS 530/, Personal Information Protection Act.  
 820 ILCS 40/, Ill. Personnel Record Review Act.  
 44 Ill.Admin.Code Part 4000, Local Records Commission.  
 44 Ill.Admin.Code Part 4500, Cook County Local Records Commission.

Review:  
 Approved:  
 Revisions Approved:

## School Board

### Exhibit - Immediately Available District Public Records and Web-Posted Reports and Records

The District's Freedom of Information Officer designates the public records that are listed in this table as being immediately available to the public. The records that are asterisked (\*) are posted on the District's website and may be immediately inspected, downloaded, printed, and/or copied. Any asterisked public record is also immediately available for inspection or copying upon request at the District's administrative office during its regular business hours, provided any applicable fees are paid. Records not asterisked (\*) will be provided within five business days as allowed by the Freedom of Information Act, provided any applicable fees are paid.

<b>Web-posted records and information</b> (use of an * is explained in the paragraph above this table)	<b>Web-posting statutory reference and special instructions</b>
<p>*Annual schedule of regular meetings for the current school year that are posted at the beginning of each calendar or fiscal year</p> <p>*Public notice of each Board meeting that is posted at least 48 hours before the meeting and remains posted until the meeting is concluded</p> <p>*Agenda of each regular meeting that is posted at least 48 hours before a meeting and remains posted until the meeting is concluded</p> <p><b>Note:</b> For school districts that do not post board meeting notices and/or agendas on a website (because they do not have a website maintained by a full-time staff member), the notice and agenda must be continuously available for public review during the entire 48-hour period preceding the meeting</p>	5 ILCS 120/2.02.
<p>*Official open meeting minutes that are posted within 10 days of the Board's approval and remain posted for at least 60 days (required if the District has a website maintained by a full-time staff member)</p>	5 ILCS 120/2.06(b).
<p>*Description of the District and its records including:</p> <ol style="list-style-type: none"> <li>1. Summary of the District's purpose</li> <li>2. Functional subdivisions</li> <li>3. Total amount of operating budget</li> <li>4. Number and location of all of its separate offices</li> <li>5. Approximate number of full- and part-time employees (see also, salary and benefits information report for the Superintendent, administrators, and teachers, District's Statement of Affairs)</li> <li>6. Identification and membership of the Board</li> <li>7. Brief description of the methods whereby the public may request information and public records</li> <li>8. Directory information for the Freedom of Information Officer</li> <li>9. Address where requests for public records should be directed</li> <li>10. Fees</li> </ol>	<p>5 ILCS 140/4.</p> <p>The District must prominently post the list at each administrative office and make it available for inspection and copying.</p>
<p>*A hyperlink to an email address(es) for members of the public to communicate with members of the Board</p>	<p>50 ILCS 205/20.</p> <p>The hyperlink must be easily accessible from the District's home page.</p>
<p>Annual budget for current fiscal year, itemized by receipts and expenditures</p>	<p>105 ILCS 5/17-1.2.</p>

	<p>This may be accomplished using Ill. State Board of Education (ISBE) <i>School District Budget Form</i> (50-36) or the summary pages from it.</p> <p>The District must notify its students' parents/guardians when the budget is web-posted along with its website address.</p>
*District Report Card and a Report Card for each School (the Report Cards will be provided by ISBE by Oct. 31 of each year)	<p>105 ILCS 5/10-17a, amended by P.A.s <del>102-16, 102-294, 102-539, and 102-594</del>, <del>100-364, 100-448, 100-807, 100-1121, 101-68, and 101-654</del>.</p> <p>Annually, no more than 30 calendar days after receiving the Report Cards from the State Superintendent, the District must: (1) present them at a regular Board meeting, (2) post them on the District's website, (3) make them available to a newspaper of general circulation serving the District, and (4) upon request, send them home to parents/guardians. 105 ILCS 5/10-17a(5).</p> <p>The District also must send a written notice home to parents/guardians stating: (1) that the Report Cards are available on the website, (2) the website's address, (3) that a printed copy will be sent upon request, and (4) the telephone number to request a printed copy. <u>Id.</u></p>
<u>*The District's discipline plan and progress on the plan, in the event the District is identified by ISBE to be in the top 20% (for three consecutive years) of districts for out-of-school suspensions, out-of-school expulsions, or racial disproportionality in the use of out-of-school suspensions and expulsions</u>	<p><u>105 ILCS 5/2-3.162.</u></p> <p><u>If the District is required to submit a plan to ISBE, it must be approved at a public board meeting and posted on the District's website. Within one year after being identified by ISBE, the District must submit to ISBE and post on its website a progress report describing implementation of the plan and the results achieved.</u></p>
*A list of all contracts in excess of \$25,000 and any contracts with an exclusive bargaining representative	<p>105 ILCS 5/10-20.44.</p> <p>There is no statutory timeline for web-posting.</p> <p>Each year, in conjunction with the submission of the Statement of Affairs to ISBE, before Dec. 1, the District must submit to ISBE an annual report on all contracts over \$25,000 awarded during the previous fiscal year.</p>
*Contract(s) with any commercial driver training school(s) for driver education <i>(Not Applicable to Elementary Districts)</i>	<p>105 ILCS 5/27-24.2, amended by P.A. 100-465.</p> <p>The District is required to web-post this document if it has a website. If the District has no website, it must make the contract available upon request.</p>
<u>*Fiscal Efficiency Report, summarizing the District's attempts to improve fiscal efficiency through shared services or outsourcing in the prior fiscal year</u>	<p><u>105 ILCS 5/17-1.1, amended by P.A. 102-1088.</u></p>

	<p><u>The report must be: (1) approved by the Board at an open meeting, and (2) primarily in checklist form and approximately one page in length.</u></p>
<p><u>Beginning in levy year 2022, if the District has an aggregate property tax levy greater than \$5,000,000, it will make good faith efforts to electronically publish the following data from all vendors and subcontractors doing business with the District:</u></p> <p><u>1. Whether the vendor or subcontractor is minority-owned, women-owned, or veteran-owned</u></p> <p><u>2. Whether the vendor or subcontractor holds a certification as a minority-owned, women-owned, or veteran-owned business as defined in 30 ILCS 575/, or if they are self-certifying; and</u></p> <p><u>3. If the vendor self-certifies, whether it qualifies as a small business under federal Small Business Administration standards (See <a href="http://www.sba.gov/federal-contracting/contracting-guide/size-standards">www.sba.gov/federal-contracting/contracting-guide/size-standards</a>).</u></p>	<p><u>35 ILCS 200/18-50.2, added by P.A. 102-265.</u></p> <p><u>The law does not define electronically publish; website posting is a means of compliance. This item is not asterisked should the District choose to electronically publish the information offline.</u></p>
<p>Annual Statement of Affairs</p>	<p>105 ILCS 5/10-17.</p> <p>The District is not required to web-post this document. It must, annually by Dec. 1, submit the Statement to ISBE for posting on ISBE’s website, have copies of the Statement available in the main administrative office, and publish a summary of the Statement in a newspaper of general circulation published in the District.</p>
<p>*Explanation of the data elements of <i>covered information</i> that the District collects, maintains, or discloses to any person, entity, third party, or governmental agency.</p> <p>*A description of the procedures that parents/guardians may use to carry out their rights under 105 ILCS 85/33(c)(1), (2), &amp; (3) added by P.A. 101-516, eff. 7-1-21, including the right to:</p> <ol style="list-style-type: none"> <li>1. Inspect and review their child’s covered information</li> <li>2. Request a paper or electronic copy of their child’s covered information</li> <li>3. Request corrections for factual inaccuracies contained in their child’s covered information.</li> </ol>	<p><u>105 ILCS 85/27(a)(1).</u></p> <p>The explanation of data elements of covered information must be clear and understandable by a layperson and cover the following: (1) how the District uses the covered information; (2) to whom or what entities the District discloses the covered information; and (3) for what purpose the District discloses the covered information.</p> <p>The explanation of data elements and description of parent rights procedures must be updated by Jan. 31 and July 31 each year, as needed.</p>
<p>*A list of operators with whom the District has written agreements and the following for each operator:</p> <ol style="list-style-type: none"> <li>1. Copy of the agreement</li> <li>2. Business address</li> <li>3. List of any subcontractors to whom covered information may be disclosed or a link to a page on the operator’s website that clearly lists the subcontractors</li> </ol>	<p><u>105 ILCS 85/27(a)(2) &amp; (3).</u></p> <p>The District must post new operator contracts and an explanation of the data elements of covered information disclosed to the operator (see immediate row above) within 10 business days after entering into the contract. <u>105 ILCS 85/27(c).</u></p>

	This list must also be updated by Jan. 31 and July 31 each year, as needed.
<p>*A list of <i>breaches</i> of covered information maintained by the school or an operator involving 10% or more of the District’s student enrollment. The list must include:</p> <ol style="list-style-type: none"> <li>1. Number of students whose covered information was involved in the breach, unless the breach involved <i>personal information</i> as defined in the Personal Information Protection Act, 815 ILCS 530/5, in which case the number of students involved may not be disclosed.</li> <li>2. Date, estimated date, or estimated date range of the breach</li> <li>3. Name of the operator, if applicable</li> </ol>	<p><a href="#">105 ILCS 85/27(a)(5)</a>.</p> <p>The District must update breach information by Jan. 31 and July 31 each year, and it must remain on the District’s website for at least five years after the District adds it to the list. Breaches that occurred (or were estimated to have occurred) prior to 7-1-21 or breaches that were posted more than five years prior to updating the current list do not need to be posted.</p>
<p>*Board policy 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></p> <p>*Information developed as a result of the evaluation and assessment of the bullying policy’s outcomes and effectiveness</p>	105 ILCS 5/27-23.7(b)(10) and (11).
<p>*Contact information for the District’s Title IX Coordinator(s) and Board policies 2:260, <i>Uniform Grievance Procedure</i>; and 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i></p>	34 C.F.R. §106.8.
<p>*Training materials for any individuals designated as Title IX Coordinator(s), investigators, decision-makers, and informal resolution facilitators</p>	<p>34 C.F.R. §106.45(b)(10)(i)(D).</p> <p>Naming only the training provider and course does not meet this requirement. The U.S. Dept. of Education (DOE) requires training materials be publicly available “so that a district’s approach to training Title IX personnel may be transparently viewed by the [district’s] educational community and the public, including for the purpose of holding a [district] accountable for using training materials that comply with [Title IX] regulations.” 85 Fed. Reg. 30254. Consult the board attorney regarding this requirement; making training materials of third-party consultants publicly available may violate their intellectual property rights. The DOE acknowledged the potential for intellectual property violations, suggesting that districts either “secure permission from the consultant to publish the training materials” or create their own training materials. 85 Fed. Reg. 30412.</p>
<p>*Board policy 7:20, <i>Harassment of Students Prohibited</i>, and age-appropriate explanations of its contents in student handbook(s)</p>	<p>105 ILCS 5/10-20.69-<del>(final citation pending)</del>, added by P.A. 101-418.</p> <p>The District must have an <i>age-appropriate</i> policy on sexual harassment (1) in the student handbook(s), (2) posted on the District’s website, and (3) posted in any other area where policies, rules and standards of conduct are posted in each school.</p>
<p>*Board policy 7:290, <i>Suicide and Depression Awareness and Prevention</i> 23</p>	105 ILCS 5/2-3.166- <a href="#">amended by P.A. 102-267</a> .

<p><u>*Contact information for the National Suicide Prevention Lifeline (1-800-273-8255) and Crisis Text Line (Text 741741), if the District does not issue student identification cards to all students</u></p>	<p><u>105 ILCS 5/10-20.76, added by P.A. 102-134 and renumbered by P.A. 102-813.</u></p>
<p>*Administrator and Teacher Salary and Benefits Report (itemized salary report for the Superintendent and all administrators and teachers); <i>benefits</i> includes without limitation vacation days, sick days, bonuses, annuities, and retirement enhancements</p>	<p>105 ILCS 5/10-20.47. Annually on or before Oct. 1: (1) the information must be presented at a regular Board meeting and posted on the District’s website, and (2) after the Board meeting at which the information was presented, the Report must be provided to ISBE.</p>
<p><u>*All records pertaining to the creation, alteration or revision of school attendance areas shall be open to the public</u></p>	<p><u>105 ILCS 5/10-21.3.</u>  <u>This law also requires school attendance areas to be periodically revised, if necessary, to prevent or eliminate segregation by color, race, or nationality.</u>  <u>See policy 7:30, Student Assignment and Intra-District Transfer.</u></p>
<p><u>*Vacancies for teaching positions in a subject shortage area, before hiring a retired teacher to any such position</u></p>	<p><u>40 ILCS 5/16-150.1, amended by P.A. 102-440.</u>  <u>The District must, on an ongoing basis, post the vacancy for a period of at least 90 days during the six months preceding either the fall or spring term for which it seeks to employ a retired teacher in a subject shortage area. This posting requirement is in effect for employment ending no later than June 30, 2024.</u></p>
<p>*Information regarding a Severance Agreement entered into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination</p>	<p>50 ILCS 205/3c, added by P.A. 100-1040. Within 72 hours of Board approval, the District must post: (1) the name/title of person receiving payment under the severance agreement, (2) the amount of payment, (3) that the employee or contractor was found to have engaged in sexual harassment or sexual discrimination, as applicable, and (4) the date, time, and location of the meeting at which the agreement was approved. <b>Note:</b> The Government Severance Pay Act (GSPA), 5 ILCS 415/10(a)(2), added by P.A. 100-895, prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if he or she is fired for <i>misconduct</i> by the board, which includes sexual harassment and/or discrimination. <i>Id.</i> at 415/5. For more discussion about the reconciling these laws, see f/n 6 in <a href="#">sample</a> policy 2:260, <i>Uniform Grievance Procedure</i>.</p>

<p>*As an employer that participates in the Ill. Municipal Retirement Fund (IMRF), a compensation report for employees who have a total compensation package that exceeds \$75,000 per year; <i>total compensation package</i> means salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted</p> <p>The Ill. Attorney General's office has not provided guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants.</p>	<p>5 ILCS 120/7.3.</p> <p>The report must be posted within six business days after the District approves a budget. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information.</p>
<p>*As an employer that participates in the IMRF, a compensation report for employees who have a total compensation package that is equal to or in excess of \$150,000 per year; <i>total compensation package</i> means payment by the employer to the employee for salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted</p> <p>The Ill. Attorney General's office has not provided guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants.</p>	<p>5 ILCS 120/7.3.</p> <p>The report must be posted at least six days before the District approves an employee's total compensation package that is equal to or in excess of \$150,000. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information.</p>
<p>*As an employer that participates in IMRF, a link to information posted on the IMRF website at: <a href="http://www.imrf.org/en/about-imrf/transparency/employer-cost-and-participation-information">www.imrf.org/en/about-imrf/transparency/employer-cost-and-participation-information</a>.</p>	<p>40 ILCS 5/7-135.5, added by P.A. 101-504.</p>
<p><u>*Board policy 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest</u></p>	<p><u>105 ILCS 5/22-85.5(e), added by P.A. 102-676.</u></p>
<p><u>A description of activities to address intergroup conflict (an optional program authorized by Sec. 27-23.6)</u></p>	<p><u>105 ILCS 5/27-23.6(c).</u></p>
<p><u>The total number of personnel with a school support personnel endorsement, and for each endorsement area:</u></p> <p><u>1. Those actively employed by the District on a full-time basis;</u></p> <p><u>2. Those actively employed by the District on a part-time basis;</u> <u>and</u></p> <p><u>Those actively employed by a special education cooperative providing services to students in the District</u></p>	<p><u>105 ILCS 5/10-20.80, added by P.A. 102-302 and renumbered by P.A. 102-813.</u></p> <p><u>Annually by Dec. 1st, the District must report its school support personnel information as of Oct. 1 to ISBE and web-post it.</u></p>
<p><u>The total number of students enrolled in the District and of that total, the number of students with an individualized education program (IEP) or Section 504 plan</u></p>	<p><u>105 ILCS 5/2-3.182, added by P.A. 102-302 and renumbered by P.A. 102-813.</u></p> <p><u>Annually by Dec. 1st, the District must report its enrollment information as of Oct. 1 to ISBE and web-post it.</u></p>

<p><u>*Notice that students with disabilities who do not qualify for an IEP may qualify for services under Section 504</u></p>	<p><u>105 ILCS 5/14-6.01, amended by P.A. 102-1072. The notice shall: (1) identify the location and phone number of the District office or employee to whom inquiries about the identification, assessment, and placement of children with disabilities should be directed, and (2) inform parents who are deaf or do not typically communicate using spoken English that they are entitled to the services of an interpreter when participating in a Section 504 meeting.</u></p>
<p>*Names of Board members who have completed professional development leadership training</p>	<p>105 ILCS 5/10-16a <u>amended by P.A. 102-638</u>, requires the District to post on its website the names of all Board members who have completed professional development leadership training. The web-posting may be expanded to log all Board members' training and development activities.</p> <p>5 ILCS 120/1.05(b) and (c) require each Board member to complete training on the Open Meetings Act. After completing the training, each Board member must file a copy of their certificate of completion with the Board.</p> <p>105 ILCS 5/24-16.5 requires each Board member to complete a training program on performance evaluations before voting on a dismissal based on a performance evaluation pursuant to the Performance Evaluation Reform Act.</p>
<p>Immunization data reported to ISBE by each Nov. 15</p>	<p>105 ILCS 5/27-8.1(6).</p> <p>By Dec. 1, the District must annually make the immunization <i>data</i> that it must report to ISBE each year publicly available. The data, not its format, must be identical to the data reported to ISBE. Boards have control over the method(s) used to make this data publicly available. One method is to instruct the reader to ask for the data directly from ISBE.</p>
<p>Information on mental health issues and local treatment resources</p>	<p>The Ill. House of Representatives encouraged this in HR 478 (<u>99th General Assembly 5-31-15</u>).</p>
<p>All reliable assessments, scored by entities other than the District that are administered in each of the District's schools</p>	<p>105 ILCS 5/22-82(b).</p> <p>These must be made available to parents and/or guardians through the District's website or paper handouts.</p>
<p><u>*The District's Remote and/or Blended Remote Learning Day Plan, when the Governor has declared a public health emergency pursuant to 20 ILCS 3305/7</u></p>	<p>105 ILCS 5/10-30(6), <del>added by P.A. 101-643.</del></p>
<p>* When the Board allows for student participation in registered apprenticeship programs:</p>	<p>23 Ill.Admin.Code §255.200(b)(4) and (c).</p>

<p>1. Notification to students and parents of the opportunities for registered apprenticeships, which includes the following statements:</p> <p>a. Students may participate in any registered apprenticeship program listed by the District, and</p> <p>b. Students may find a registered, but not listed, apprenticeship program with a business or organization, if a registered apprenticeship program is not offered in the District.</p> <p>2. Board policy 6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i> (specifically, the section titled <b>Registered Apprenticeship Program</b>).</p> <p>3. A form for a parent/guardian to request that when their child successfully completes a registered apprenticeship program, it be substituted for a course.</p> <p><del>3.</del> <u>(Not Applicable to Elementary Districts)</u></p>	
<p><u>*If offered by the District, identification of the curriculum the District uses to provide comprehensive personal health and safety and comprehensive sexual health education (National Sex Education Standards (NSES)), the scope and sequence of these instructional materials, and the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials</u></p>	<p><u>105 ILCS 5/27-9.1a, added by P.A. 102-522.</u></p>
<p><u>*Board policy 6:135, Accelerated Placement Program</u></p>	<p><u>23 Ill.Admin.Code §227.60(a).</u></p>
<p><u>*Board policy 7:70, Attendance and Truancy</u></p>	<p><u>23 Ill.Admin.Code §207.20(b).</u></p>

Reviewed: December 08, 2014  
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 Revisions Adopted: June 2021

**NEW**

**General School Administration**

**Exhibit - Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security**

The Building Principal shall comply with all State law reporting and notice requirements for Principals. Compliance with the State law reporting and notice requirements is required by Board policy 3:60, *Administrative Responsibility of the Building Principal*, in its mandate to “perform all duties as described in State law.” The specific statute identified in the following tables should be checked for current requirements. The lists of required reports and notices may not be exhaustive.

<b>Events Requiring Reports Concerning School Safety and Security</b>	<b>Resources</b>
<p><b>A student or other person poses a clear and present danger to himself, herself, or others.</b></p> <p>This report is made to the Ill. State Police (ISP) within 24 hours after the Principal makes this determination.</p> <p>This report is required by the Firearm Concealed Carry Act (430 ILCS 66/105), and the Mental Health and Developmental Disabilities Code (405 ILCS 5/6-103.3). The Principal may delegate making reports concerning students, but not otherwise.</p> <p><i>Clear and present danger</i> is defined in 430 ILCS 65/1.1, as a person who:</p> <ul style="list-style-type: none"> <li>(1) communicates a serious threat of physical violence against a reasonably identifiable victim or poses a clear and imminent risk of serious physical injury to himself, herself, or another person as determined by a physician, clinical psychologist, or qualified examiner; or</li> <li>(2) demonstrates threatening physical or verbal behavior, such as violent, suicidal, or assaultive threats, actions, or other behavior, as determined by a physician, clinical psychologist, qualified examiner, school administrator, or law enforcement official.</li> </ul> <p>ISP rules implementing this duty to report are found in 20 Ill.Admin.Code §1230.120(b), and state:</p> <ul style="list-style-type: none"> <li>b) Law enforcement officials and school administrators shall report determinations of a clear and present danger directly to the Department [ISP]. The Department shall make a form and instruction for the reporting available to law enforcement officials and school administrators on its website. <ul style="list-style-type: none"> <li>1) Clear and present danger reporting shall be used by the Department to identify persons who pose an actual, impending, or imminent threat of substantial bodily harm to themselves or another person that is articulable and significant or who will be likely to act in a manner</li> </ul> </li> </ul>	<p>The ISP has posted information and instructions at: <a href="http://www.dhs.state.il.us/page.aspx?item=38026#a_toc2">www.dhs.state.il.us/page.aspx?item=38026#a_toc2</a>.</p> <p>The reporting form is at: <a href="http://isp.illinois.gov/StaticFiles/docs/FSB/FOID%20Appeal%20Forms/ClearAndPresentDanger.pdf">isp.illinois.gov/StaticFiles/docs/FSB/FOID%20Appeal%20Forms/ClearAndPresentDa nger.pdf</a>.</p> <p>3:60, <i>Administrative Responsibility of the Building Principal</i></p> <p>7:340, <i>Student Records</i></p> <p>7:340-AP1, <i>School Student Records</i></p>

<p align="center"><b>Events Requiring Reports Concerning School Safety and Security</b></p>	<p align="center"><b>Resources</b></p>
<p>dangerous to public safety or contrary to the public interest if they were granted access to a weapon.</p> <p>2) Clear and present danger reporting shall be made consistent with the Family Educational Rights and Privacy Act (20 USC 1232g) to assist the Department with protecting the health and safety of the public by denying persons who present a clear and present danger from having lawful access to weapons.</p>	
<p><b>A student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability.</b></p> <p>This report is made to the Ill. Dept. of Children and Family Services (DCFS) immediately upon suspicion or receipt of knowledge. The DCFS Child Abuse Hotline is 800/25-ABUSE or 217/524-2606.</p> <p>In addition to the Principal, all school personnel are required to make this report. A staff member should inform the Principal if he or she made a report; the Principal should inform the Superintendent of any report made.</p> <p>This report is required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), and the Dept. of Human Services Act (20 ILCS 1305/). A knowing and willful failure to make the report to DCFS is a Class A misdemeanor for the first violation and a second or subsequent violation is a Class 4 felony. 325 ILCS 5/4.</p>	<p>Information and directions are available from DCFS at: <a href="http://www.state.il.us/dcfs/child/index.shtml">www.state.il.us/dcfs/child/index.shtml</a>. 5:90, <i>Abused and Neglected Child Reporting</i> 7:190-AP6, <i>Administrative Procedure - Guidelines for Investigating Sexting Allegations</i></p>
<p><b>Child pornography is discovered on electronic and information technology equipment.</b></p> <p>This report is made immediately to local law enforcement, or the National Center for Missing and Exploited Children’s CyberTipline 800/843-5678 or online at: <a href="http://www.CyberTipline.com">www.CyberTipline.com</a>.</p> <p>According to 325 ILCS 5/4.5,</p> <p><i>Electronic and information technology equipment</i> means, equipment used in the creation, manipulation, storage, display, or transmission of data, including internet and intranet systems, software applications, operating systems, video and multimedia, telecommunications products, kiosks, information transaction machines, copiers, printers, and desktop and portable computers. (Italics added.)</p> <p>An electronic and information technology equipment worker or the worker’s employer is required to make this report by 325 ILCS 5/4.5.</p> <p>Failure to make this report is a business offense subject to a fine of \$1,001. <i>Id.</i> at 5/4.5(e).</p>	<p>5:90, <i>Abused and Neglected Child Reporting</i></p>

<p align="center"><b>Events Requiring Reports Concerning School Safety and Security</b></p>	<p align="center"><b>Resources</b></p>
<p><b>Hazing resulted in bodily harm to any person.</b> This report is required when a Principal or other school personnel or volunteer observes hazing. This report is made to the Superintendent or other supervising authority or, in the event of death or great bodily harm, to law enforcement. 720 ILCS 5/12C-50.1. The statute does not provide a deadline for making the report, but making the report immediately is prudent. Failure to report hazing is a Class B misdemeanor and if the hazing resulted in death or great bodily harm the failure to report is a Class A misdemeanor. <u>Id.</u> at 5/12C-50.1(c).</p>	<p>5:90, <i>Abused and Neglected Child Reporting</i> 7:190, <i>Student Behavior</i></p>
<p><b>The person enrolling a student fails to provide a certified copy of the student’s birth certificate within 30 days of enrolling the student.</b> The Superintendent or designee is required to make this report. The report is made to local law enforcement. 325 ILCS 50/5(b)(2) and 325 ILCS 55/5(b). This report is required by the Missing Children Records Act (325 ILCS 50/), and the Missing Children Registration Law (325 ILCS 55/).</p>	<p>7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> 7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p>
<p><b>The District receives notification from the ISP of the disappearance of a student currently or previously enrolled.</b> The Superintendent or designee is required to make this report. The report must include flagged records pertaining to the student or knowledge about where the student may be located. 105 ILCS 50/5(a) and 325 ILCS 55/5(a). This report is required by the Missing Children Records Act (325 ILCS 50/), and the Missing Children Registration Law (325 ILCS 55/).</p>	<p>7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p>
<p><b>A drug-related incident occurred on school property, including any conveyance used to transport students, or within 1000 feet of the school.</b> The Principal or designee is required to immediately notify the Superintendent. The Superintendent or designee is required to immediately report to local law enforcement. 105 ILCS 5/10-27.1B(b). 105 ILCS 127/2 also requires reporting to the municipal police dept. or office of the county sheriff of the municipality or county where the school is located within 48 hours of becoming aware of the drug violation. 105 ILCS 127/2 sets forth specific drug violations that will trigger this duty to report; however, best practice suggests</p>	<p>3:60, <i>Administrative Responsibility of the Building Principal</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>, Letter J. Required Notices</p>

Events Requiring Reports Concerning School Safety and Security	Resources
reporting any drug violation. This report is required by the School Reporting of Drug Violations Act (105 ILCS 127/).	
<p><b>The safety and welfare of students and teachers are threatened by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by illegal gang activity.</b></p> <p>If this occurs, the Principal is required to utilize the resources of proper law enforcement agencies. 105 ILCS 5/10-21.4a.</p>	<p>3:60, <i>Administrative Responsibility of the Building Principal</i></p> <p>7:190, <i>Student Behavior</i></p>
<p><b>A student committed a criminal offense.</b></p> <p>The Superintendent or designee is required to make this report. This report is made to local law enforcement agencies as part of a reciprocal reporting system between the School District and local law enforcement agencies. No specified time period is stated in the statute. A reciprocal reporting system is required by 105 ILCS 5/10-20.14.</p>	<p>2:150, <i>Committees</i></p> <p>7:190-AP3, <i>Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students</i></p>
<p><b>A person on school grounds possesses a firearm.</b></p> <p>This report is made by the Principal or designee to local law enforcement immediately after receiving a report of a person on school grounds possessing a firearm. The Principal or designee must also notify the Superintendent, and the Superintendent or designee must also immediately report to local law enforcement.</p> <p>These reports are required by 105 ILCS 5/10-27.1A, amended by P.A. 102-197. A knowing and willful failure to make the report is a petty criminal offense for the first violation and a second or subsequent violation is a Class C misdemeanor. <u>Id.</u></p>	<p>7:190, <i>Student Behavior</i></p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan</i>, Letter J. Required Notices</p>
<p><b>A staff member is attacked.</b></p> <p>This report is made by the Principal or designee to the Superintendent or designee. The Superintendent or designee will immediately report to local law enforcement and will report to ISBE through its web-based School Incident Reporting System as incidents occur during the school year and no later than August 1 for the preceding school year. 105 ILCS 5/10-21.7, amended by P.A. 102-894.</p>	<p>4:170-AP1, <i>Comprehensive Safety and Security Plan</i>, Letter J. Required Notices</p>
<p><b>A student engaged in aggressive behavior.</b></p> <p>The Superintendent or designee is required to make this report. This report is made to the parent/guardian of a student who engaged in aggressive behavior including, without limitation, bullying. 105 ILCS 5/10-20.14(d). No specific time period is stated in the statute.</p>	<p>7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></p> <p>7:190, <i>Student Behavior</i></p> <p>7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i></p>

Required Notices Concerning School Safety and Security	Resources
<p><b>Human Trafficking Hotline.</b> The Superintendent or designee ensures the Ill. Dept. of Human Services' notice is posted in conspicuous and accessible locations such as administrative offices or other locations in view of school employees. This notice is required by the Human Trafficking Resource Center Notice Act (775 ILCS 50/).</p>	<p>Notice available for download at: <a href="http://www.dhs.state.il.us/page.aspx?item=82023">www.dhs.state.il.us/page.aspx?item=82023</a>.</p>
<p><b>Lead in Drinking Water.</b> If samples from any drinking water lead test performed in any District school(s) exceed five parts per billion, the Superintendent or designee provides notification of the sampling results to the parents or guardians of all enrolled students. This notification is required by 225 ILCS 320/35.5(c)(3).</p>	<p>4:170, <i>Safety</i></p>
<p><b>Sex Offender Information is Available.</b> This notice is provided to the parents/guardians of students at either registration or parent-teacher conferences. Either a Principal or teacher shall notify the parents/guardians that information about sex offenders is available on the ISP website. 730 ILCS 152/120(g). This notice is required by the Sex Offender Community Notification Law (730 ILCS 152/120).</p>	<p>4:170, <i>Safety</i> 4:175-AP1, <i>Criminal Offender Notification Laws; Screening</i> 4:175-AP1, E1, <i>Informing Parents/Guardians About Offender Community Notification Laws</i></p>

Reviewed:  
Approved:  
Revision Adopted:

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## **Operational Services**

### **Fiscal and Business Management**

The Superintendent or designee is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the School Board and publishing it before December 1, as required by State law.

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an "*Acceptable Use of the District's Electronic Resources Authorization Form* "

### **Budget Planning**

The District's fiscal year is from July 1 until June 30. The District shall use a modified accrual basis, which moves early tax receipts to the corresponding fiscal year. The Superintendent shall present to the School Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill State Board of Education's (ISBE) "*School District Budget Form.*" To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by the ISBE guidelines.

### **Preliminary Adoption Procedures**

After receiving the Superintendent's proposed budget, the School Board sets the date, place, and time for:

1. A public hearing on the proposed budget, and
2. The proposed budget to be available to the public for inspection.

The School Board Secretary (or designee) shall arrange to publish a notice in a local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and the public hearing. The proposed budget shall be available for public inspection at least 30 days before the time of the budget hearing.

At the public hearing, the proposed budget shall be reviewed including the cash reserve balance of all funds held by the District related to its operational levy and, if applicable, any obligations secured by those funds, and the public shall be invited to comment, question, or advise the School Board.

### **Final Adoption Procedures**

The School Board adopts a budget no later than the end of the first quarter of each fiscal year (September 30), or by such alternative procedure as State law may define. To the extent possible the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within three years according to ISBE requirements.

The School Board adopts the budget by roll call vote. The budget resolution shall be incorporated into the meeting's official minutes. School Board members' names voting yea and nay shall be recorded in the minutes.

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website, Notify parents/guardians that the budget is posted and provide the website's address.~~and~~
2. ~~Notify parents/guardians that the budget is posted and provide the website's address.~~ File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year (certified by the District's Chief Fiscal Officer) with the County Clerk within 30 days of the budget's adoption
3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing<sup>19</sup> at which the Board certifies its operational levy.
- ~~3. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year (certified by the District's Chief Fiscal Officer) with the County Clerk within 30 days of the budget's adoption.~~
4. Make all preparations necessary in order for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act, and file a Certificate of Tax Levy with the County Clerk, on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
5. Submit an annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to the ISBE according to its requirements.

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in The School Code and Truth in Taxation Act.

#### Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption.

#### Implementation

The Superintendent or designee shall implement the District's budget and provide the Board with a monthly financial report that includes all fund balances. The amount budgeted as the expenditure in each fund is the maximum amount that may be expended for that fund, except when a transfer of funds is authorized by the School Board.

The Board shall act on all interfund loans, interfund transfers, transfers within funds, and transfers from the working cash fund or abatements of it, if one exists

LEGAL REF.: 105 ILCS 5/10-17, 5/10-22.33, 5/17-1, 5/17-1.2, 5/17.3, 5/17-2A, 5/17-3.2, 5/17-11, 5/205, ~~5/20-8~~, and 5/20-10.  
35 ILCS 200/18-55 et seq., Truth in Taxation Law.  
23 Ill.Admin.Code Part 100.

CROSS REF: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 9:00 (Acceptable Use of the District's Electronic Resources)

ADMIN. PROC.: 9:00 E1 (Acceptable Use of The District's Electronic Resources Authorization Form (Student)); 900 E2 Acceptable Use of The District's Electronic Resources Authorization Form (Staff); 9:00-E3( Acceptable Use of The District's Electronic Resources Authorization Form (Board))

Reviewed: February 28, 2005, April 23, 2012, June 20, 2022

Approved: March 21, 2005

Revisions Adopted: December 18, 2006, April 16, 2007; May 14, 2012, July 6, 2022

## **Operational Services**

### **Administrative Procedure - Purchases**

The Board Attorney should be consulted, as needed; regarding the legal requirements presented by this administrative procedure as well as before a contract is presented the Board.

#### Requirements for Purchases and Contracts

- A. Each of the following requirements describes the type of purchases and/or contracts to which it applies, requirements in Sections B and C may also apply to specific purchases or contract:
1. All purchases of goods or services must be made through the use of contracts or purchase orders, except for those purchases made from petty cash funds or the Imprest Fund, or as otherwise specifically authorized by the Superintendent.
  2. Ill Use Tax compliance (105 ILCS 5/10-20.21(b) and 35 ILCS 105/):
    - a. Persons bidding for and awarded a contract, and all affiliates of the person, must collect and remit Ill Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provision of the Ill Use Tax Act.
    - b. All bids and contracts must include: (1) a certification that the bidder or contractor is not barred from bidding for or entering into a contract, and (2) an acknowledgment that the School Board may declare the contract void if the certification is false.
  3. All entities seeking to enter into a contract with the District must provide written certification to the District that it will provide a drug free workplace by complying with the Ill Drug Free Workplace Act, 30 ILCS 580. All contractors must comply with the notification mandates and other requirements in the Illinois Drug Free Workplace Act. "Contractor" is defined in the Ill. Drug Free Workplace Act as "a corporation, partnership, or other entity with 25 or more employees at the time of letting the contract, or a department, division, or unit thereof, directly responsible for the specific performance under a contract of \$5,000 or more."
  4. Before soliciting bids or awarding a contract for supplies, materials, equipment, or services, a certified education purchasing contract that is already available through a State education purchasing entity (as defined in the Education Purchasing Program, Article 105 ILCS 28A) of may be considered as a bid 105 ILCS 5/10-20.21(d).
  5. All contracts must include provisions required by State or federal law, as applicable. Topics commonly requiring a provision include equal opportunity employment, prevailing wage, minimum wage, and performance bond. 105 ILCS 5/10-20.21(d).
  6. The procurement of architectural, engineering, and land surveying services is governed by the Local Government Professional Services Selection Act, 50 ILCS 510/, implemented by 2:170-AP, *Qualification Based Selection*.
  7. A list must be posted on the District's website, if any, of all contracts in excess of \$25,000 and all contracts with an exclusive bargaining representative must be listed on the District's website 105 ILCS 5/10-20.44(b).
  8. Each contractor with the District must comply with 105 ILCS 5/10-21.9(f) and agree to: (a) not allow any of its employees to have direct, daily contact with one or more students if the employee was found guilty of any offense listed in 105 ILCS 5/10-21.9(c) or 5/21B-80(c); (b) prohibit any of its employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; (c) require each of its employees who will have direct, daily contact with one or more student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her; and (d) reimburse the District for the cost of the fingerprint-based criminal history

- records check that the District obtains on each employee of a contractor who will have direct, daily contact with a student(s). See 4:60-AP3, *Criminal History Records Check of Contractor Employees*.
9. Each contractor with the District must comply with 105 ILCS 5/24-5 and agree: (a) concerning each new employee who will have direct, daily contact with one or more student(s), to provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (b) to require any new or existing employee who has and will have direct, daily contact with one or more student(s) to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Department of Public Health rules or order of a local health official.
  10. Any contract to purchase food with a bidder or offer or must comply with 105 ILCS 5/10-20.21(b-10) (food donations).
  11. After 1-1-23, any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering related use must comply with the Coal Tar Sealant Disclosure Act by (a) requesting a bid with an alternative for asphalt-based or latex-based sealant product, and (b) considering whether an asphalt-based or latex-based sealant product should be used for the project based upon costs and life cycle costs that regard preserving pavements, product warranties, and the benefits to public health and safety.
- B. To the extent feasible, the following govern purchasing, and/or awarding contracts for the purchase of, supplies, materials, or work, and/or contracts with private carriers for transporting pupils involving: (a) an expenditure of \$10,000 or less, or (b) in an emergency, expenditures in excess of \$10,000, provided such expenditure is approved by three-quarters of the School Board. See 105 ILCS 5/10-20.21(a)(xiv) (3/4s of the Board must approve an emergency expenditure in excess of \$25,000 when the bidding process is not used) and 5/29-6.1 (time limitations for transportation contracts).
1. Telephone quotations, verbal quotations, or catalog prices are used to purchase materials that are needed urgently, or small quantity orders.
  2. Written quotations are used to purchase materials or services when time requirements allow. Whenever possible, quotations should be received from at least 2 competitors. The Superintendent or designee may negotiate with vendors at any time, including after receiving quotations.
- C. The following govern purchasing and/or awarding contracts involving an expenditure in excess of \$10,000 for purchase of supplies and materials or work, 105 ILCS 5/10-20.21(a).
1. Contracts are awarded to the lowest responsible bidder, considering conformity with specifications, terms of delivery, quality, and serviceability, except contracts or purchases for:
    - a. Services of individuals possessing a high degree of professional skill where the ability or fitness of the individual plays an important part;
    - b. Printing of finance committee reports and departmental reports;
    - c. Printing or engraving of bonds, tax warrants, and other evidence of indebtedness;
    - d. Purchase of perishable foods and perishable beverages;
    - e. Materials and work that have been awarded to the lowest responsible bidder after due advertisement, but due to unforeseen revisions, not the fault of the contractor for materials and work, must be revised causing expenditures not in excess of 10% of the contract price;
    - f. Maintenance or servicing of, or provision of repair parts for, equipment that are made with the manufacturer or authorized service agent of that equipment where the provision of parts, maintenance, or servicing can best be performed by the manufacturer or authorized service agent;
    - g. Use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and interconnect equipment, software, and services;
    - h. Duplicating machines and supplies;

- i. Fuel, including diesel, gasoline, oil, aviation, natural gas, or propane, lubricants, or other petroleum products;
- j. Equipment previously owned by some entity other than the District itself;
- k. Repair, maintenance, remodeling, renovation, or construction, or a single project involving an expenditure not to exceed \$50,000 and not involving a change or increase in the size, type, or extent of an existing facility;
- l. Goods or services procured from another governmental agency;
- m. Goods or services that are economically procurable from only one source, such as for the purchase of magazines, books, periodicals, pamphlets, and reports, and for utility services such as water, light, heat, telephone, or telegraph;
- n. Emergency expenditures when such an emergency expenditure is approved by three-quarters of the members of the Board; and
- o. Goods procured through an education master contract, as defined in the Education Purchasing Program, 105 ILCS 5/ 28A; and
- p. Providing for the transportation of students, which contracts must be advertised in the same manner as competitive bids and awarded by first considering for the bidder(s) most able to provide safety and comfort for students, stability of service, and any other factors set forth in the request for proposal regarding quality of service, and the price.

q. Goods, services, or management in the operation of a school's food service, including a school that participates in any of the U.S. Dept. of Agriculture's (USDA) child nutrition programs if a good faith effort is made on behalf of the District to give preference to contracts that: (a) procure food that promotes the health and well-being of students, in compliance with USDA nutrition standards for school meals, and contracts should also promote the production of scratch-made, minimally processed foods; (b) give a preference to State or regional suppliers that source local food products; (c) utilize producers that adopt hormone and pest management practices recommended by the USDA; (d) give a preference to food suppliers that value animal welfare; and (e) increase opportunities for businesses owned and operated by minorities, women, or persons with disabilities.

When this exemption applies, the bidder shall submit to the District at the time of the bid, to the best of the bidder's ability, and annually thereafter during the term of the contract, the food supplier data required in this Section q. The food supplier data shall also include the name and address of each supplier, distributor, processor, and producer involved in the provision of the products that the bidder is to supply.

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2. Competitive bidding process:
  - a. An invitation for bids is advertised, where possible, by public notice at least 10 days before the bid date in a newspaper published in the District, or if no newspaper is published in the District, in a newspaper of general circulation in the area of the District 105 ILCS 5/10-20.21(a).
  - b. The following information should be included in the advertisement for bids:
    - 1) A description of the materials, supplies or work involved;
    - 2) Completion or delivery date requirements;
    - 3) Requirements for bid bonds or deposits;
    - 4) Requirements for performance, labor, and material payment bonds;
    - 5) Date, time, and place of the bid opening; and
    - 6) The approximate time period between the opening of bids and the award of the contract; and
    - 7) Any other useful information.

- c. If specifications are available, the advertisement for bids describes where they may be obtained and/or inspected.
  - d. All bids must be sealed by the bidder. 105 ILCS 5/10-20.21(a).
  - e. A Board member or District employee opens the bids at a public bid opening at which the contents are announced. 105 ILCS 5/10-20.21(a). With the exception of bids for construction purposes, bids may be communicated, accepted, and opened electronically. The following safeguards apply to an electronic bid opening (105 ILCS 5/10-20.21(a)):
    - 1) On the date and time of a bid opening, the primary person conducting the electronic bid process shall log onto a specified database using a unique username and password previously assigned to the bidder to allow access to the bidder's specific bid project number.
    - 2) The specified electronic database must be on a network that: (I) is in a secure environment behind a firewall; (ii) has specific encryption tools; (iii) maintains specific intrusion detection systems; (iv) has redundant systems architecture with data storage back-up, whether by compact disc or tape; and (v) maintains a disaster recovery plan.
  - f. Each bidder is given at least three days' notice of the time and place of the bid opening. 105 ILCS 5/10-20.21(a).
  - g. Conduct that promotes deception and collusion during the bidding process is prohibited and may violate the Ill. Criminal Code, 720 ILCS 5/33E-1 et seq. Examples include interference with public contracting, bid-rigging, and acquisition or disclosure of bidding information by a public official.
3. Following the opening of bids, the Superintendent (and Board Attorney, if needed) determines the lowest responsible bidder and verifies the bidders' qualifications. Contracts are awarded at a properly called open meeting of the School Board. If the Superintendent recommends a bidder other than the lowest bidder, the Superintendent must provide the Board with the factual basis for the recommendation in writing. The Board, if it accepts a bid from a bidder other than the lowest, records the factual basis for its decision in its minutes. A contract arises only when the Board votes to accept a bid, although written notice of the award will later be given to the successful bidder.
  4. Notwithstanding the foregoing, the District is relieved from bidding when making joint purchases with other public entities in compliance with the Governmental Joint Purchasing Act (30ILCS 525/0.01)

LEGAL REF.: 105 ILCS 5/10-20.21. , 5/10-20.44, 5/10-21.9, 5/21B-80, and 5/24-5.  
 30 ILCS 580/, Ill. Drug Free Workplace Act.  
 35 ILCS 105/, Ill. Use Tax Act.  
 50 ILCS 510/, Local Government Professional Services Selection Act  
 410 ILCS 170/10, Coal Tar Sealant Disclosure Act.

Reviewed: April 17, 2006, April 23, 2012, February 11, 2013, February 24, 2020,  
 February 22, 2022

Adopted: May 15, 2006

Revisions Adopted: April 16, 2007, February 01, 2010; May 14, 2012, February 25, 2013,  
 March 9, 2020, March 21, 2022

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## Operational Services

### Waiver of Student Fees

The Superintendent will recommend annually to the Board for adoption what fees, if any, to be charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees. Students must also pay finer for the loss or damage of schoolbooks or other school-owned materials.

Fees for textbooks and other instructional materials as well as fines for the loss or damage of school property are waived for students who meet the eligibility criteria for a fee-waiver contained in this policy. In order that no student is denied educational services or academic credit due to the inability of parent(s)/guardian(s) to pay student fees and fines, and charges, the Superintendent will recommend to the Board for adoption what additional fees and fines, if any, the District will waive for students who meet the eligibility criteria for fee-waiver. ~~Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.~~

### Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines and that applications for ~~fee~~-waivers are widely available and distributed according to State law and ISBE rule and that provisions for assisting parents/guardians complete the application are available.

### Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. ~~The~~ student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program.
2. ~~The student's~~ parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a)

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

### Verification

The Superintendent or designee shall establish a process for determining a student's eligibility must for a waiver of fees and fines in accordance with State law requirements. ~~follow the verification requirements of 7 C.F.R. 245.6a when using the free or reduced lunch or breakfast eligibility guidelines pursuant to The National School Lunch Act as the basis for waiver of the student's fee(s).~~ If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the

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student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.: 42 U.S.C. §11434a, McKinney-Vento Homeless Assistance Act.  
105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2, and 5/28-19.2.~~105 ILCS 5/10-20.13 and 5/10-22.25.~~  
23 Ill. Admin. Code §1.245 [may contain unenforceable provisions].~~[unenforceable]~~.

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children) 9:10 (Student Use of Personal Technology)

Reviewed: February 28, 2005, April 23, 2012, May 7, 2018, April 23, 2020  
Adopted: March 21, 2005  
Revisions Adopted: February 01, 2010, May 14, 2012, May 21, 2018, May 11, 2020

## **Operational Services**

### **Administrative Procedure - Comprehensive Safety and Security Plan**

#### **Contents:**

- A. **Safety- and Security-Related Administrative Procedures and Forms**
- B. **Definitions**
- C. **District Safety Coordinator and Safety Team; Responsibilities**
- D. **Safety Team Meetings**
- E. **Annual Safety Review**
- F. **School Safety Drill Plan**
- G. **School Emergency Operations and Crisis Response Plan (SEOCR)**
- H. **Material to be Included in Each SEOCR**
- I. **Managing Communications During and About an Emergency or Crisis**
- J. **Required Notices**
- K. **Resources**

**Attachment A – School Emergency Operations and Crisis Response Plan Format**

**Attachment B – Alignment of Comprehensive Safety and Security Plan with Targeted School Violence Prevention Program**

#### **A. Safety and Security Related Administrative Procedures and Forms**

Administrative material on school safety and security may be implemented under this plan, including, without limitation, any in the following list.

- 4:60-AP3 *Criminal History Records Check of Contractor Employees*
- 4:110-AP1 *School Bus Post-Accident Checklist*
- 4:110-AP3 *School Bus Safety Rules*
- 4:110-E *Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses*
- 4:160-AP *Environmental Quality of Buildings and Grounds*
- 4:170-AP1, E1 *Accident or Injury Form*
- 4:170-AP1, E2 *Memo to Staff Members Regarding Contacts by Media About a Crisis*
- 4:170-AP2 *Routine Communications Concerning Safety and Security*
- 4:170-AP2, E1 *Letter to Parents/Guardians Regarding Student Safety*
- 4:170-AP2, E2 *Letter to Parents/Guardians Regarding the Dangers of Underage Drinking*
- 4:170-AP2, E3 *Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers*
- 4:170-AP4 *National Terrorism Advisory System*
- 4:170-AP5 *Unsafe School Choice Option*
- 4:170-AP6 *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*
- 4:170-AP6, E1 *School Staff AED Notification Letter*
- 4:170-AP6, E2 *Notification to Staff and Parents/Guardians of CPR and AED Video*
- 4:170-AP8 *Movable Soccer Goal Safety*
- 4:175-AP1 *Criminal Offender Notification Laws; Screening*

- 4:175-AP1, E1 *Informing Parents/Guardians About Offender Community Notification Laws*
- 4:180-AP1 *School Action Steps for Pandemic Influenza or Virus/Disease*
- 4:180-AP2 *Pandemic Influenza Surveillance and Reporting*
- 4:190 *Targeted School Violence Prevention Program*
- 4:190-AP1 *Targeted School Violence Prevention Program*
- 4:190-AP1, E1 *Targeted School Violence Prevention Program Resources*
- 4:190-AP2 *Threat Assessment Team (TAT)*
- 4:190-AP2, E1 *Principles of Threat Assessment*
- 4:190-AP2, E2 *Threat Assessment Documentation*
- 4:190-AP2, E3 *Threat Assessment Key Areas and Questions; Examples*
- 4:190-AP2, E4 *Responding to Types of Threats*
- 4:190-AP2, E5, *Threat Assessment Case Management Strategies*
- 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*
- 6:235-E4 *Keeping Yourself and Your Kids Safe On Social Networks*
- 6:235-E5 *Children’s Online Privacy Protection Act*
- 7:280-AP *Managing Students with Communicable or Infectious Diseases*
- 7:290-AP *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*

## **B. Definitions**

*SEOCR*P is a School Emergency Operations and Crisis Response Plan (formerly *Emergency Operations Plan*). Each school or facility has an *SEOCR*P.

*First responders* are local law enforcement, fire department officials, emergency medical services personnel, and any other entity in the community that provides emergency assistance.

*Incident* means any event or occurrence that threatens the safety and security of individuals on school property or at school events.

*District Safety Coordinator* is the individual who manages the District’s safety and security efforts.

*Safety Team* is the Superintendent’s administrative committee that is responsible for its respective *SEOCR*P. Each school or facility has a Safety Team.

*SRO* means school resource officer, defined as a law enforcement officer who has been primarily assigned to a school or school district under an agreement with a local law enforcement agency.

## **C. District Safety Coordinator and Safety Team; Responsibilities**

The Superintendent appoints an administrator to be the **District Safety Coordinator** to manage the District’s safety and security efforts and serve as the District’s spokesperson during a crisis or emergency.

The Superintendent appoints members of a **Safety Team** for each school or facility, with input from the District Safety Coordinator and each school’s Building Principal. The Building Principal and SRO, if any, shall be members of the Safety Team.

The District Safety Coordinator and each school’s Safety Team are responsible for developing, implementing, and maintaining a **SEOCR**P with the following objectives as explained in FEMA’s *Guide for ~~to~~ Developing High-Quality School Emergency Operations Plans (2013)*, at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf):

- **Prevention**, meaning the capabilities needed to avoid, deter, or stop an incident. Prevention requires the use of: (a) research-based principles of safety and security, (b) an ongoing analysis of data (e.g., incident and inspection reports, complaints, suggestions), and (c) an ongoing program for identifying and evaluating unreasonable risks.
- **Protection**, meaning the capabilities needed to secure schools against violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation**, meaning the capabilities needed to reduce the likelihood or impact of an incident or emergency. Mitigation requires, among other things, high-quality training, and instruction programs to execute and improve the SEOCRCP.
- **Response**, meaning the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery. Effective response requires, among other things, a clear, rapid, factual, and coordinated system of internal and external communication.
- **Recovery**, meaning the capabilities needed to restore the learning environment.

#### D. Safety Team Meetings

The District Safety Coordinator chairs the Safety Team meetings. The meetings are held as determined by the District Safety Coordinator. **At least once annually, the Safety Team shall request the participation of first responders and the Board Attorney in a meeting to review and provide input.** The following matters are suggested agenda items:

- Review the agenda and determine who will take meeting notes.
- Review the notes from the previous meeting.
- Discuss the status of previously submitted recommendations.
- Receive, review, and discuss individual and Safety Team committee reports and recommendations concerning one or more items below.
  1. Safety and security data from incidents, investigations, audits, etc.
  2. Recommendations received from stakeholders and first responders
  3. Emerging issues
  4. Status of the SEOCRCP
  5. Status of the safety and security communication system
  6. Status of training programs
  7. Status of programs to build awareness of, and support for, the SEOCRCP (contests, posters, drives, etc.)
- Clarify information and recommendations for a report to the Superintendent.
- Confirm the Safety Team meeting schedule and review upcoming meeting dates.

#### E. Annual Safety Review

The District Safety Coordinator facilitates the annual safety review meeting conducted by the School Board or its designee, as required by 105 ILCS 128/25, amended by P.A.s 101-455, [and 102-395](#) and 128/30. During the annual safety review, the law requires the School Board or its designee to “review each school building’s emergency and crisis response plans, protocols, and procedures, including procedures regarding the District’s threat assessment team, [the efficacy and effects of law enforcement drills](#) and each building’s compliance with the school safety drill programs.” If the school board uses a designee, it should preferably be someone other than the District Safety Coordinator to assure an unbiased audit. The District Safety Coordinator assists the Board or its designee to comply with annual review requirements, including without limitation, the completion

of a report certifying that the review took place. See the Ill. State Board of Education (ISBE) website for an annual review checklist and report at [www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx](http://www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx). The Open Meetings Act (OMA) allows the Board to enter closed session to discuss security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property (5 ILCS 120/2(c)(8)). Consult the Board Attorney for assistance with this OMA exception.

## F. School Safety Drill Plan

The School Safety Drill Act (105 ILCS 128/, amended by P.A.s ~~100-996 and 101-455~~, 102-395, amd 102-791) and any implementing State administrative rules shall supersede this procedure in the event of a conflict.

The Building Principal shall keep the Superintendent or designee informed of when drills are scheduled and/or accomplished. ISBE's fillable *School Drill Documentation* form for documenting the completion of minimum drill requirements may be used (see [www.isbe.net/Documents/91-02\\_school\\_drill\\_documentation.pdf](http://www.isbe.net/Documents/91-02_school_drill_documentation.pdf)).

Each academic year, each school building that houses students must conduct a minimum of:

1. **Three school evacuation drills.** These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary depending on the circumstances. They may include a fire, suspicious item or person, or incident involving a hazardous material, including but not limited to a chemical, incendiary, explosive, and bomb threat.

One of the three school evacuation drills requires the participation of the appropriate local fire department, unless waived as provided below. A date is selected according to the following timeline:

- No later than **September 1** of each year, the local fire department or fire district must contact the Building Principal in order to decide.
- No later than **September 14** of each year, the Building Principal or designee and the local fire department or fire district may agree to waive the provisions concerning participation by the local fire department in a school evacuation drill.
- No later than **September 15** of each year, each Building Principal or designee must contact the responding local fire official and propose to the local fire official four dates within the month of October, during at least two different weeks of October, on which to hold the drill. The fire official may choose any of the four available dates, and if he or she does so, the drill occurs on that date.
- Alternatively, the Building Principal or designee and the local fire official may, by mutual agreement, set any other date for the drill, including a date outside of the month of October.
- If the fire official does not select one of the four offered dates in October or set another date by mutual agreement, the school does not need to include the local fire service in one of its mandatory school evacuation drills.

After a drill in which the local fire service participated, the Building Principal should request certification from the local fire service that the school evacuation drill was conducted. Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department. In addition, schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation, suspicious items, or bomb threats.

2. **One school bus evacuation drill.** This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, suspicious items, and incidents involving hazardous materials. Schools may conduct additional bus evacuation drills.

In addition, instruction on safe bus riding practices should be provided for all students. See 4:110-AP3, *School Bus Safety Rules*.

3. **One severe weather and shelter-in-place drill.** This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills

must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as tornadoes, wind shears, lightning, and earthquakes), incidents involving hazardous materials, and incidents involving weapons of mass destruction.

4. **One law enforcement lockdown drill.** This drill addresses a school shooting incident and evaluates the preparedness of school personnel and students for situations calling for the involvement of law enforcement when there is an active threat or an active shooter within a school building. A law enforcement lockdown drill must occur no later than 90 days after the first day of each school year. This drill must be conducted: (a) according to the District's emergency operations and crisis response plan(s), (b) on days and times when students are normally present in the school building, and (c) with the participation of all school personnel and students present at school at the time of the drill, except for those exempted at the discretion of administrators or school support personnel. The appropriate local law enforcement agency must observe administration of the drill.

Schools must notify parents/guardians in advance of any lockdown drill that involves student participation and must allow parents/guardians to exempt their child from participating for any reason. For students who do not participate in the lockdown drill, districts must provide alternative safety education and instruction related to an active threat or active shooter event. Districts must allow students to ask questions related to a lockdown drill. See 4:170-AP2, E5, Notice to Parent/Guardian of Lockdown Drill; Opt-out. In addition, a law enforcement lockdown drill must meet each of the following criteria:

- During each calendar year, the appropriate local law enforcement agency contacts the Building Principal to request participation in the law enforcement lockdown drill. The Building Principal and the local law enforcement agency shall set, by mutual agreement, a date for the drill.
- The lockdown drill involves the onsite participation of the local law enforcement agency, provided that an agreeable date can be reached between the Building Principal and the local law enforcement agency. If the parties cannot reach an agreeable date, the school shall hold the drill without participation from the local law enforcement agency.
- After a drill in which local law enforcement participated, the Building Principal should request a certification from local law enforcement that the law enforcement lockdown drill was conducted. The local law enforcement agency shall also notify the school of any deficiencies noted during the drill.
- The lockdown drill cannot include any simulations that mimic an actual school shooting incident or active shooter event. However, law enforcement may only run an active shooter simulation with staff, including simulated gun fire drills, on days when students are not present.
- All lockdown drills must be announced in advance to all school personnel and students prior to the commencement of the drill.
- Lockdown drill content must be age and developmentally appropriate, and must include trauma-informed approaches to address the concerns and well-being of school personnel and students
- Lockdown drills must include and involve school personnel, including school-based mental health professionals

The District Safety Coordinator, in cooperation with the Building Principal, shall encourage local law enforcement agencies to establish a school walk-through program. This program encourages local law enforcement officials to walk through school properties during their patrols with the goal of increasing security (school districts are encouraged, but not mandated, to do this by House Resolution 153 (98<sup>th</sup> General Assembly, 2013)).

#### **G. School Emergency Operations and Crisis Response Plan (SEOCR)**

Each Safety Team shall develop, implement, and maintain a SEOCR using the process below, as explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013)*, at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf):

1. Develop a schedule and invite the participation of first responders.
2. Identify threats and hazards, assess risks, and prioritize threats and hazards.
3. Determine goals and objectives.
4. Develop, review, evaluate, and maintain the SEOCRPs.
5. Share the SEOCRPs with stakeholders and train them. This includes, without limitation, having the SEOCRPs accessible in a digital format.

Each SEOCRPs shall be in the format suggested by and explained in FEMA's *Guide for Developing High-Quality School Emergency Operations Plans (2013)*, at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf). See also *The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide (2019)*, at: [https://rems.ed.gov/docs/District\\_Guide\\_508C.pdf](https://rems.ed.gov/docs/District_Guide_508C.pdf); and the **Attachment** to this procedure.

#### **H. Material to be Included in Each SEOCRPs**

Each school Safety Team annually gathers and/or renews the following material for inclusion in the SEOCRPs:

1. District-level Targeted School Violence Prevention Plan. See Board policy 4:190, *Targeted School Violence Prevention Program*, and 4:190-AP1, *Targeted School Violence Prevention Program*.
2. Building-level Threat Assessment Team procedures. See 4:190-AP2, *Threat Assessment Team (TAT)*.
3. Building evacuation protocol. The Building Principal or designee shall: (a) keep a comprehensive evacuation map - describing main and alternate routes - in the main office, (b) post signs containing main and alternate evacuation routes for each occupied area in a conspicuous place, preferably near the exit, (c) prepare evacuation plans for outdoor areas (playgrounds and stadiums), and (d) keep all staff informed of the evacuation plans.
4. Documents concerning safety drills. The Principal shall schedule, execute, and document safety drills as per the School Safety Drill Act (105 ILCS 128/, amended by P.As [101-455](#), [102-395](#), and [102-791](#)) and this procedure.
5. Maps and layouts, including: (a) campus map, (b) building floor plan, (c) location of first aid kits, AEDs, and fire extinguishers, and (d) map or plan describing the areas to be used in the event of an emergency or crisis for triage, emergency helicopter landing, media center, non-victim students, and parents/guardians. The Safety Team or Principal shall annually give a copy of these to first responders.
6. A protocol to secure a list of people present in the building at any time.
7. Tornado response plan, including a map showing tornado wall locations (105 ILCS 128/25).
8. Carbon monoxide alarm or detector activation plans, protocols, and procedures (105 ILCS 5/10-20.57 and 430 ILCS 135/).
9. The safety equipment's maintenance schedule and the person(s) responsible.
10. An emergency early dismissal protocol.
11. A plan for inviting warnings or tips, e.g., a hotline or website for individuals to make anonymous tips.
12. A protocol for student supervision in the event of an emergency or crisis.
13. A safety patrol plan (105 ILCS 5/10-22.28).
14. Bicycle use rules.
15. Roadway and parking rules.
16. Procedures on student illness and injuries at school and school events (23 Ill.Admin.Code §1.530(c)).
17. A plan for giving students instructions on safe school bus riding practices, including the operation and use of emergency doors and windows (as a means of escape), seat belts, and fire extinguisher (105 ILCS 128/20(b)). The District's parent-teacher advisory committee, in cooperation with school bus personnel, establishes and maintains bus safety rules (105 ILCS 5/10-20.14). See 4:110-AP3, *School Bus Safety Rules*.
18. Safety and security related administrative material. See section A, above.

19. The location of any door security locking means and the use of the locking and unlocking means from within and outside the room(s) (105 ILCS 5/10-20.72, added by P.A. 101-548, and renumbered by P.A. 102-558).
20. Other documents identified by the Safety Team.

#### **I. Managing Communications During and About an Emergency or Crisis**

The District Safety Coordinator, with assistance from the Safety Team, is responsible for compiling information and preparing communications concerning an emergency or crisis. The District Safety Coordinator serves as the spokesperson during a crisis or emergency. All District communications should come from this source to ensure accuracy, credibility, and compliance with laws granting confidentiality to student records.

The spokesperson shall follow best practices for spokespersons during an emergency or crisis and receive training on public relations. The Board Attorney serves as a resource to the spokesperson. The objective is:

- To provide the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible,
- While simultaneously respecting student privacy and complying with laws granting confidentiality to student records (Ill. School Student Records Act, 105 ILCS 10/; Family Educational Rights and Privacy Act, 20 U.S.C. §1232g). See 7:340-AP1, *School Student Records*.

All staff members are requested to refrain from spreading information about an emergency or crisis unless the information is from the District Safety Coordinator. All inquiries should be directed to the spokesperson.

Everyone in the school community can positively affect an emergency or crisis situation by:

1. Avoiding speculation as to the cause.
2. Avoiding allocation of blame.
3. Helping school and law enforcement officials gather the facts.
4. Sticking to the facts during discussions.
5. Deferring all media requests to the spokesperson.
6. Comforting and supporting each other.

#### **J. Required Notices**

A school staff member shall immediately notify the Building Principal when he or she:

1. Observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision. 105 ILCS 5/10-27.1A(a).
2. Has reason to suspect that any person on school grounds is or was involved in a drug-related incident. 105 ILCS 5/10-27.1B.
3. Observes an attack on any staff member or is subject to an attack. 105 ILCS 5/10-21.7, amended by P.A., 102-894.

Upon receiving a report on No. 1 above, any of the above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above Nos 1-3, the Building Principal or designee must notify the Superintendent or designee. See 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security*.

Upon receiving a report of Nos 1-3 above, the Superintendent or designee shall immediately notify local law enforcement. In addition, he or she must notify the Superintendent and, within one to three days of the incident's occurrence, one or both of them must notify the Ill. Dept. of State Police (ISP). Notification to the ISP may be accomplished using The Superintendent will also report incidents involving attacks on staff members to ISBE's through it's web-based School Incident Reporting System (SIRS) as they occur during the year and not later than August 1 for the preceding school year 105 ILCS 5/10-21.7, amended by P.A. 102-894 to report incidents electronically. SIRS is available at [www.isbe.net/Pages/School-Incident-Reporting-](http://www.isbe.net/Pages/School-Incident-Reporting-)

[System.aspx](#) or by going to ISBE's home page and accessing the District's Web Application Security (IWAS) account.

## **K. Resources**

Guide for Developing High-Quality School Emergency Operations Plans: At a Glance

[www.rems.ed.gov/K12GuideForDevelHQSchool.aspx](http://www.rems.ed.gov/K12GuideForDevelHQSchool.aspx)

Guide for Developing High-Quality School Emergency Operations Plans [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf)

The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide [https://rems.ed.gov/docs/District\\_Guide\\_508C.pdf](https://rems.ed.gov/docs/District_Guide_508C.pdf)

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center Tool Box

[www.rems.ed.gov/toolbox.aspx](http://www.rems.ed.gov/toolbox.aspx)

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute [www.alicetraining.com](http://www.alicetraining.com)

SBE/OSFM All Hazard Preparedness Guide for Illinois Schools [www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx](http://www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx)

Illinois Emergency Management Agency (IEMA) [www2.illinois.gov/ready/Pages/default.aspx](http://www2.illinois.gov/ready/Pages/default.aspx)

Schools/Campus - Resources, including School Safety Information Sharing

[www2.illinois.gov/ready/plan/Pages/Schools.aspx](http://www2.illinois.gov/ready/plan/Pages/Schools.aspx)

Safe2Help Illinois, designed to offer students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence, or other threats to school safety, [www.safe2helpil.com/](http://www.safe2helpil.com/)

Illinois Terrorism Task Force (ITTF) [www2.illinois.gov/iema/ITTF/Pages/default.aspx](http://www2.illinois.gov/iema/ITTF/Pages/default.aspx)

National Association of School Psychologists (NASP) - Recommendations for Comprehensive School Safety and Crisis Policies [www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis](http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis)

U.S. Secret Service (USSS) National Threat Assessment Center

[www.secretservice.gov/data/protection/ntac/bystander\\_study.pdf](http://www.secretservice.gov/data/protection/ntac/bystander_study.pdf)

Bomb Threat Response Planning Tool, developed by the U.S. Dept. of Justice's Bureau of Alcohol, Tobacco, Firearms and Explosives and the U.S. Dept. of Education's Office of Safe and Drug Free Schools

[www.threatplan.org/default.htm](http://www.threatplan.org/default.htm)

School Crisis Guide - Help and Healing in a Time of Crisis, published by NEA Health Information Network

<https://www.nea.org/resource-library/neas-school-crisis-guide>

## Attachment A

### School Emergency Operations and Crisis Response Plan Format

#### Basic Plan

- |  |  |
|--|--|
| 1. Introductory Material                               | 3. Concept of Operations                               |
| 1.1 Promulgation Document and Signatures               | 4. Organization and Assignment of Responsibilities     |
| 1.2 Approval and Implementation                        | 5. Direction, Control, and Coordination                |
| 1.3 Record of Changes                                  | 6. Information Collection, Analysis, and Dissemination |
| 1.4 Record of Distribution                             | 7. Training and Exercises                              |
| 1.5 Table of Contents                                  | 8. Administration, Finance, and Logistics              |
| 2. Purpose, Scope, Situation Overview, and Assumptions | 9. Plan Development and Maintenance                    |
| 2.1 Purpose  | 10. Authorities and References                         |
| 2.2 Scope  |  |
| 2.3 Situation Overview                                 |  |
| 2.4 Planning Assumptions                               |  |

#### Functional Annexes

**Note:** This is not a complete list, but it is recommended that all SEOCRPs include at least the following functional annexes:

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. Communications             | 6. Reunification                   |
| 2. Evacuation                 | 7. Continuity of Operations (COOP) |
| 3. Shelter-in-Place           | 8. Security                        |
| 4. Lockdown                   | 9. Recovery                        |
| 5. Accounting for All Persons | 10. Health and Medical             |

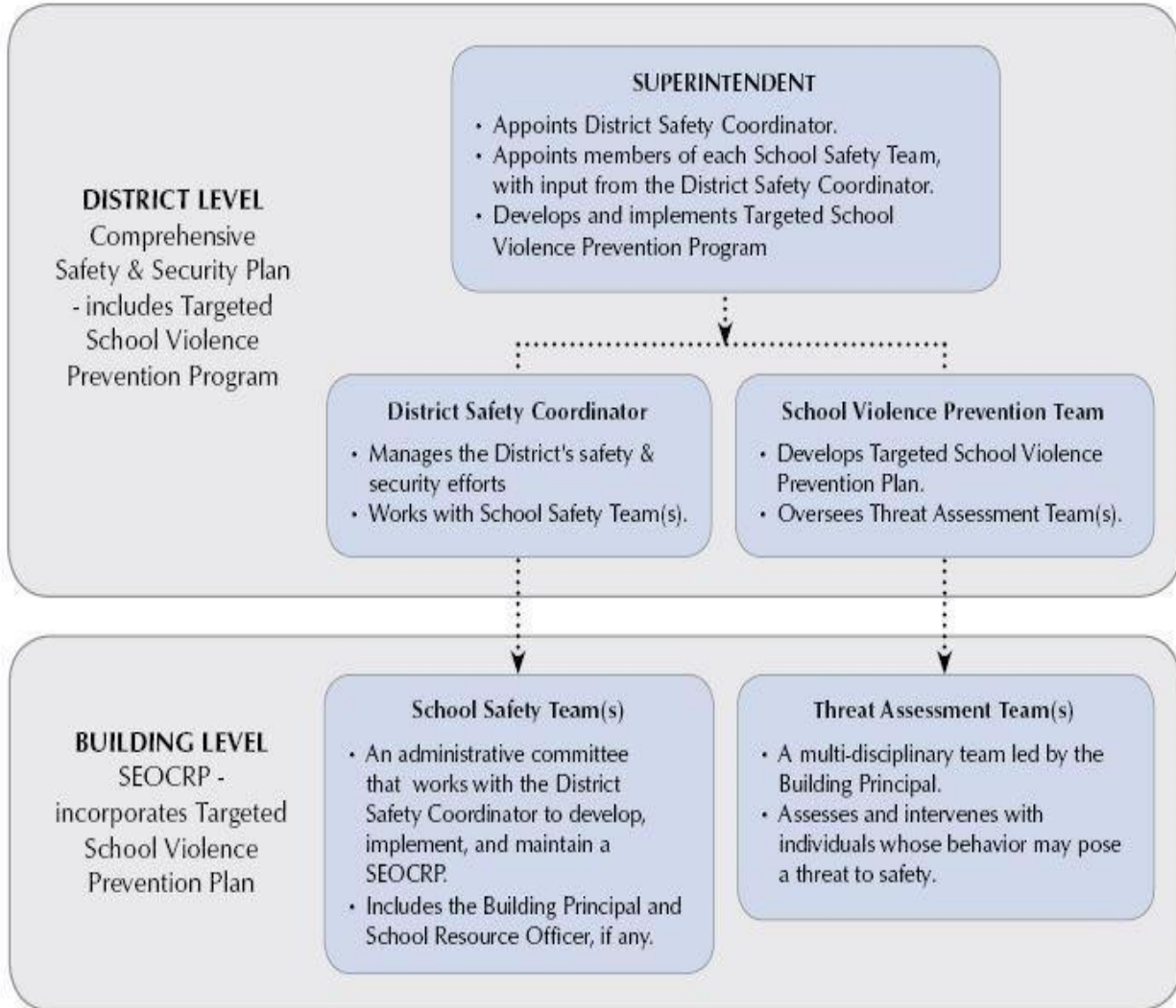
#### Threat- or Hazard-Specific Annexes

**Note:** This is not a complete list. Each school's annexes will vary based on its hazard analysis.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. Hurricane or Severe Storm    | 5. Mass Casualty Incident       |
| 2. Earthquake                   | 6. Active Shooter               |
| 3. Tornado                      | 7. Pandemic or Disease Outbreak |
| 4. Hazardous Materials Incident |                                 |

**Attachment B**

**Alignment of Comprehensive Safety and Security Plan with Targeted School Violence Prevention Program**



Reviewed: January 13, 2020, February 22, 2022  
Adopted: January 27, 2020  
Revisions Adopted: March 21, 2022

## Operational Services

### Administrative Procedure - Threat Assessment Team (TAT)

This procedure implements Threat Assessment Teams (TATs). TAT members are professional educators, mental health professionals, law enforcement professionals, and professionals from other disciplines as necessary who are trained in behavioral threat assessment. See p. 3 of 4:190-AP1, *Targeted School Violence Prevention Program*, for authority encouraging the establishment of TATs.

TATs function at the Building level, taking direction from the District-level School Violence Prevention Team. They address potential or developing threatening behavior exhibited not only by students, but from a broad range of individuals affecting the District environment, including:

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents/guardians of students
- Persons who are (or have been) in relationships with staff or students
- Contractors, vendors or other visitors
- Unaffiliated persons

Customize this procedure to each TAT's building-specific needs, and use it in conjunction with 4:190-AP1, *Targeted School Violence Prevention Program*; 4:190-AP2, E1, *Principles of Threat Assessment*; 4:190-AP2, E2, *Threat Assessment Documentation*; 4:190-AP2, E3, *Threat Assessment Key Areas and Questions; Examples*; 4:190-AP2, E4, *Responding to Types of Threats*; and 4:190-AP2, E5, *Threat Assessment Case Management Strategies*. This procedure contains five sections as follows:

1. Glossary of Terms
2. TAT Formation, Development, and Responsibilities
3. Assessing and Classifying Threats
4. Responding to and Managing Threats
5. Reporting Threats to Outside Agencies

#### Glossary of Terms

**Subject of Concern (Subject)** – an individual who has been identified to pose a threat of violence or serious harm to self/others.

**Target** – an individual who is the intended target of the threat posed by the subject of concern.

**Threat Assessment** – A fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent individuals/situations, to assess them, and to manage/address them.

**Threat Assessment Team (TAT)** – A multidisciplinary Building-level team lead by the Building Principal to perform specific threat assessments that, if available to serve, must include the following members: an administrator, a teacher, a school counselor, a school psychologist, a school social worker, and at least one law enforcement official.

**TAT Triage Team** – Consists of at least two members of the TAT designated by the Building Principal to triage reported cases of threatening behavior. Screens cases to determine if sufficient resources exist to address concerns or if review and/or action by the full TAT is appropriate.

#### **Types of Threats** –

**Not A Low-Risk Threat:** Subject/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

~~Transient Moderate-Risk~~ **Threat:** Subject/situation does not appear to pose a threat of violence or serious harm to self/others at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others, and/or exhibits other concerning behaviors that require intervention.

~~Serious Substantial High-Risk~~ **Threat:** Subject/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan, and may also exhibit other concerning behaviors that require intervention.

~~Very Serious Substantial Imminent~~ **Threat:** Subject/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect the District’s environment and/or identified or identifiable target(s), and may also exhibit other concerning behaviors that require intervention.

TAT Formation, Development, and Responsibilities

Following are tasks to integrate TATs into the District’s Targeted School Violence Prevention Plan.

Actor	Action
Superintendent or designee	<p>Ensures TATs are trained in threat assessment by a threat assessment expert. Free statewide training is available through the Ill. School and Campus Safety Program, at:  <a href="http://www2.illinois.gov/ready/plan/Pages/schools-training.aspx">www2.illinois.gov/ready/plan/Pages/schools-training.aspx</a>.</p> <p><u>Prior to the start of each school year, files this procedure and a list identifying the members of all TATs with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Service Center, as applicable. 105 ILCS 128/45(b), amended by P.A. 102-791. Informs the Board that this filing was completed.</u></p>
Building Principal	<p>Selects TAT members with expertise in:</p> <ul style="list-style-type: none"> <li>School administration, e.g., a principal or other senior administrator from the school(s) covered by the TAT and human resource professionals;</li> <li>Instruction, e.g., a teacher or administrator with recent instructional experience;</li> <li>Counseling, e.g., a school counselor, school psychologist and/or school social worker;</li> <li>Law enforcement, e.g., a school resource officer;</li> <li>Being a staff member in the building; and</li> <li>Other community resource persons (as members or consultants as determined by the TAT).</li> </ul> <p>Designates a TAT triage team. See 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p> <p>When a tip or concern is raised, activates the TAT and uses this procedure.</p>
TAT	<p>Receives education and seeks training resources, including 4:190-AP2, E1, <i>Principles of Threat Assessment</i>.</p> <p>Receives threat assessment training by a threat assessment expert.</p> <p>Commits to work collaboratively with each other, with other school staff, and (as appropriate) with community resource persons to support the safety of the school, its students, and its staff.</p> <p>Actively, lawfully, and ethically communicates with each other, District administrators, and other school staff who have a need to know</p>

	<p>particular information to support the safety of the school, its students, and its staff.</p> <p>Trains staff, students, parents/guardians, and other members of the school community to recognize and report possible threats by conducting presentations, broadly disseminating relevant information, and ensuring access to consultation from the TAT.</p> <p>Identifies and trains members of the school community who can take reports of possible threats.</p> <p>Effectively implements Board policy 4:190, <i>Targeted School Violence Prevention Program</i>.</p>
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Assessing and Classifying Threats

When a threat is reported, the Building Principal and TAT assess and classify the threat using the criteria and process outlined below.

<b>Actor</b>	<b>Action</b>
Building Principal	<p>Educates him/herself about <i>types</i> of threats.</p> <p>Determines if an imminent threat exists. If an imminent threat exists, notifies law enforcement in accordance with 4:170-API, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>.</p>
Building Principal and/or TAT Triage Team	<p>If no imminent threat exists, or once an imminent threat is contained, triages threat (with the TAT Triage Team, if one is designated by the Building Principal) to determine if the full TAT must be involved. See 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p> <p>Triage may include:</p> <ul style="list-style-type: none"> <li>Reviewing the threatening communication and/or behavior.</li> <li>Reviewing school and other records for any prior history or interventions with the individual(s) involved.</li> <li>Evaluating the threat in context so that the meaning of the threat and intent can be determined by, among other things, conducting timely and thorough interviews (as necessary) with the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses who have knowledge of the threat, and when reasonable, the subject of concern (subject) who allegedly engaged in the threatening communication and/or behavior.</li> </ul> <p>If the full TAT needs to be involved, convenes it as soon as possible.</p>
TAT	<p>Assesses the threat. See 4:190-AP2, E3, <i>Threat Assessment Key Areas and Questions; Examples</i>, for key questions to ask the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses, and the subject in order to assess the threat.</p> <p>Once the assessment is complete, classifies the threat using the following basic criteria:</p> <p>Documents the threat assessment and classification using 4:190-AP2, E2, <i>Threat Assessment Documentation</i>, and ensures that TAT documentation follows the acronym FORT:</p> <ul style="list-style-type: none"> <li><b>F Fair</b> – sought to understand situations and give individuals an opportunity to be heard and understood;</li> </ul>

	<p><b>O Objective</b> – sought information based on facts and observations of the case and not speculation or bias;</p> <p><b>R Reasonable</b> – engaged in responses that were effective and proportionate to the situation; and</p> <p><b>T Timely</b> – quickly and responsively addressed reports of threatening behavior.</p>
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Responding to and Managing Threats

Actor	Action
TAT	<p>Identifies appropriate responses to the threat based upon its level. See 4:190-AP2, E4, <i>Responding to Types of Threats</i>, for guidance on responses to each threat level.</p> <p>Develops, implements, and monitors an individualized, fact-based case management plan to intervene with, address, and reduce the threat by:</p> <ul style="list-style-type: none"> <li>Designating a TAT member as case manager to monitor the status of the subject and to notify the TAT of any change in status, response to interventions/referrals, or additional information that would be cause for reassessment and/or changes in interventions strategies;</li> <li>Assisting the subject, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention;</li> <li>Appointing one or more TAT members to engage directly with the subject to prevent the subject from becoming isolated; and</li> <li>Using the least intrusive interventions and strategies that are sufficient, fair, and reasonable to address the concerns identified.</li> </ul> <p>See 4:190-AP2, E5, <i>Threat Assessment Case Management Strategies</i>, for interventions and strategies, including those that are subject-based, target-based, and environmental/systems-based.</p> <p>Documents this process and any case updates using 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p> <p>Submits updates regularly, e.g., at least every 30 days, until the case is resolved and the subject no longer poses a threat to the school, its students, or its staff.</p> <p>Maintains documentation in accordance with Board policy, State records laws, and administrative procedures.</p>

Reporting Threats to Outside Agencies

Following is the process to notify the Local Law Enforcement Agency (LLEA) and/or the Ill. ~~Dept. of~~ State Police (ISP) about certain types of threats:

Actor	Action
Superintendent or designee	<p>Reports <del>to the LLEA</del> batteries committed against teachers, teacher personnel, administrative personnel, or educator support personnel <u>to: (1) the LLEA immediately after the occurrence of the attack, and (2) ISBE through its web-based School Incident Reporting System (SIRS) as they occur during the year and no later than August 1 for the preceding school year.</u> 105 ILCS 5/10-21.7, <u>amended by P.S. 102-894.</u></p> <p>Immediately notifies the LLEA and the ISP upon receiving a report from any school personnel regarding a verified incident involving:</p>

	<p>A firearm in a school or on school-owned or leased property. 105 ILCS 5/10-27.1A(b).</p> <p>Drugs in a school or on school-owned or leased property, including any conveyance owned, leased, or used by the school for the transport of students or school personnel. 105 ILCS 5/10-27.1A(b).</p>
<p>Building Principal</p>	<p>Reports to the LLEA threats to the safety and welfare of students and teachers by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by gang activity. 105 ILCS 5/10-21.4a.</p> <p>Reports other threats to the LLEA as necessary and appropriate.</p> <p>Immediately notifies the LLEA upon receiving a report that any person has been observed in possession of a firearm on school grounds (other than a law enforcement official engaged in the conduct of his or her official duties).</p> <p>If the person found to be in possession of a firearm on school grounds is a student, the Building Principal or designee shall also immediately notify the student's parent/guardian. 105 ILCS 5/10-21.7A(b).</p> <p>Reports directly to the ISP within 24 hours of a determination that a student or other person poses a clear and present danger to himself, herself, or others. 430 ILCS 66/105 and 405 ILCS 5/6-103.3; 20 Ill.Admin.Code §1230.120(b).</p>

Reviewed: January 13, 2020  
 Adopted: January 27, 2020  
 Revisions Adopted:

## Operational Services

### Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
  - a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
  - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
  - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics*; Code of Professional Conduct; and *Conflict of Interest*;
  - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics*; Code of Professional Conduct; and *Conflict of Interest*; and
  - c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
  - a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics*; Code of Professional Conduct; and *Conflict of Interest*, and how to prevent child sexual abuse from happening;
  - b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and

- c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.

LEGAL REF.: 105 ILCS 5/10-23.13, 5/27-9.1a, and 5/27-13.2.  
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.  
325 ILCS 5/, Abused and Neglected Child Reporting Act.  
720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; [Code of Professional Conduct](#); and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

Reviewed:  
Approved: April 18, 2022  
Revision Adopted:

**RENAMED & REWRITTEN**

**General Personnel**

**Employee Ethics; Code of Professional Conduct; and Conflict of Interest**

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.

**Professional and Appropriate Conduct**

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
  - a. Transporting a student;
  - b. Taking or possessing a photo or video of a student; and
  - c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
  - a. Violates expectations and guidelines for employee-student boundaries.
  - b. Sexually harasses a student.
  - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).
  - d. Engages in *grooming* as defined in 720 ILCS 5/11-25.
  - e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct* is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed

toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:

- i. A sexual or romantic invitation.
- ii. Dating or soliciting a date.
- iii. Engaging in sexualized or romantic dialog.
- iv. Making sexually suggestive comments that are directed toward or with a student.
- v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- vi. A sexual, indecent, romantic, or erotic contact with the student.

#### Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

#### Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

#### Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee's immediate family;
2. An employee's partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

#### Guidance Counselor Gift Ban

Guidance counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statute or rule. For guidance counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the guidance counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the guidance counselor believes that it was provided due to the official position or employment of the guidance counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the guidance counselor must consider the circumstances in which the gift was offered, including any of the following:

- a. The history of the relationship between the individual giving the gift and the guidance counselor, including any previous exchange of gifts between those individuals.
  - b. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
  - c. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other school district employees.
5. Bequests, inheritances, or other transfers at death.
  6. Any item(s) during any calendar year having a cumulative total value of less than \$100.
  7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.

A guidance counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

#### Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.: U.S. Constitution, First Amendment.

2 C.F.R. §200.318(c)(1).

5 ILCS 420/4A-101, Ill. Governmental Ethics Act.

5 ILCS 430/, State Officials and Employee Ethics Act.

30 ILCS 708/, Grant Accountability and Transparency Act.

50 ILCS 135/, Local Governmental Employees Political Rights Act.

105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/11-25, Criminal Code of 2012.

775 ILCS 5/5A-102, Ill. Human Rights Act.

23 Ill.Admin.Code Part 22, Code of Ethics for Ill. Educators.

Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).

Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Terminations and Suspensions), 7:20 (Harassment of Students Prohibited)

Reviewed: May 17, 2004, August 2, 2010, September 14, 2015, August 21, 2017,  
February 24, 2020

Adopted: August 23, 2004

Revisions Adopted: February 01, 2010, September 28, 2015, September 5, 2017, March 9, 202

Renumbered**General Personnel****Administrative Procedure - Statement of Economic Interests for Employees**

Date	Action
Upon initial employment	All employees who are required to file a <i>statement of economic interests</i> (see policy 5:120 <u>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</u> ) must file such a <i>statement</i> upon initial employment if employed by May 1. 5 ILCS 420/4A-105(c).
On or before February 1, annually	Superintendent or designee shall certify to the appropriate county clerks a list of names and addresses of employees who are required to file a <i>statement of economic interests</i> (see policy 5:120 <u>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</u> ). The list shall set out the names in alphabetical order by county of residence. The Superintendent or designee shall send the list to county clerks of the counties in which those employees reside, or if any employee resides outside of Illinois, to the county clerk of the county in which the District's principal office is located 5 ILCS 420/4A-106, 5, added by P.A. 101-121 and amended by P.A. 101-617.
On or before April 1, annually	County clerk of each county shall notify employees whose names have been certified to him or her of the requirements for filing <i>statement of economic interests</i> 5 ILCS 420/4A-106.5, added by P.A. 101-121..
On or before May 1, annually	All employees who are required to file a <i>statement of economic interests</i> (see policy 5:120 <u>Employee Ethics; Code of Professional Conduct; and Conflict of Interest</u> ) must file a <i>statement of economic interests</i> with the county clerk of the county in which the <u>principal District office is located</u> <del>employee resides</del> (5 ILCS 420/4A-106.5), unless <u>the employee</u> <del>he or she</del> has already filed a <i>statement</i> in relation to the District within the calendar year (5 ILCS 420/4A-105).
After January 1, 2011	Any county clerk who uses a system of Internet-based filing of economic interest statements must: (1) post the contents of statements, without the filers' addresses, that were filed using the Internet on a publicly accessible website, and (2) otherwise comply with 5 ILCS 420/4A-108, <u>amened by P.S. 102-664</u> .  The times for the filing of statements of economic interests set forth in Section 4A-105 must be followed in any system of Internet-based filing.

Reviewed: May 17, 2004, August 2, 2010, September 2, 2015, February 24, 2020, May 11, 2020

Adopted: August 23, 2004

Revisions Adopted: March 9, 2020, May 26, 2020

## General Personnel

### Administrative Procedure - Employee Conduct Standards

Professional and ~~appropriate conduct-ethical behavior~~ is expected of all District ~~employees~~ ~~staff members~~. The standards listed below serve as a notice of expected conduct. The standards are intended to protect the health, safety, and general welfare of students and employees, ensure the community a degree of accountability within the School District, and define misconduct justifying disciplinary action, up to and including dismissal. The listed standards are not a complete list of expectations, and depending on the factual context, an employee may be disciplined for conduct that is not specifically listed. The conduct standards apply to all District employees to the extent they do not conflict with an applicable collective bargaining agreement; in the event of a conflict, the provision is severable and the applicable bargaining agreement will control. In addition, ~~all employees who are governed by the Code of Ethics for Illinois Educators~~ ~~each educator~~ must comply with 5:120-E, *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE) (23 Ill.Admin.Code Part 22).

All school employees shall:

1. Exhibit positive examples of preparedness, punctuality, attendance, self-control, language, and appearance.
2. Exemplify honesty and integrity. Violations of this standard include, but are not limited to, falsifying, misrepresenting, omitting, or erroneously reporting the professional qualifications of oneself or another individual or information submitted in connection with job duties or during the course of an official inquiry/investigation.
3. Maintain a professional ~~and appropriate~~ relationship with ~~all~~ ~~students~~ by following established expectations and guidelines for employee-student boundaries, both in and outside the school. ~~and~~ ~~Attend all in-service training~~ Attend all in-service ~~trainings~~ on educator ethics, teacher-student conduct, and school, employee-student conduct for all personnel (105 ILCS 5/10-22.39), as well as all required trainings on child abuse, grooming behaviors, and employee-student boundary violations (325 ILCS 5/4(j), 105 ILCS 5/10-23.12, and 5/10-23.13 (Erin's Law)). Violations of this standard include, but are not limited to: (a) committing any act of child abuse or cruelty to children; (b) willfully or negligently failing to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/); (c) engaging in harassing behavior, including but not limited to sexually harassing a student (775 ILCS 5/5A-102); (d) willfully or negligently failing to report an instance of suspected sexual harassment as required by Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), (e) providing a recommendation of employment for an employee, contractor, or agent that the employee knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law, as prohibited by the Elementary and Secondary Education Act (20 U.S.C. § 7926), (f) engaging in grooming as defined in 720 ILCS 5/11-25; (g) engaging in prohibited grooming behaviors, including sexual misconduct as defined in 105 ILCS 5/22-85.5(c) (Faith's Law) and Board policy 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest; ~~soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and~~ (h) furnishing tobacco, alcohol, cannabis, or any other illegal/unauthorized substance, including e-cigarettes, to any student or allowing a student under his or her supervision to use tobacco, alcohol, cannabis (including medical cannabis unless the student is authorized to be administered a medical cannabis infused product by the school employee pursuant to Ashley's Law), and (i) violating expectations and guidelines for employee-student boundaries set forth in 5:120-AP2, E, Expectations and Guidelines for Employee-Student Boundaries. ~~or any other illegal/unauthorized substance.~~

4. Maintain a safe and healthy environment, free from being impaired by and/or under the influence of prohibited substances to ensure high quality performance for the District and its students. The use of illegal drugs and/or abuse and misuse of alcohol, drugs, and other lawful products while on District premises or while performing work for the District diminishes the District's credibility and ability to educate students about drug and substance abuse prevention pursuant to Board policy 6:60, *Curriculum*. Violations of this standard include, but are not limited to, engaging in any of the prohibited activities listed in the District's drug- and alcohol-free workplace policy. Examples include using or being impaired by or under the influence of illegal drugs; abusing, misusing, and/or being impaired by or under the influence of alcohol, drugs, and/or other lawful products when performing work for the District when impairment is detectable regardless of when and/or where the use occurred; and/or using or being impaired or under the influence of or possessing medical cannabis in a school bus or on school grounds.
5. Maintain a safe and healthy environment, free from harassment, intimidation, bullying, hazing, and violence, and free from bias and discrimination. Violations of this standard include, but are not limited to: (a) unless specifically permitted by the Firearm Concealed Carry Act, carrying a firearm on or into any District controlled building, real property, or parking area, or any transportation vehicle paid for in whole or in part with public funds; (b) willfully or negligently failing to immediately report suspected cases of child abuse or neglect or of gender harassment; (c) knowingly failing to report hazing to supervising educational authorities or, in the event of death or great bodily harm, to law enforcement; and (d) failing to appropriately respond to a witnessed or reported incident of student-on-student bullying, harassment, hazing, or teen dating violence.
6. Comply with the Professional Testing Practices for Educators, prepared and published by ISBE for educators who administer any standardized test (at [www.isbe.net/Documents/prof-test-prac.pdf](http://www.isbe.net/Documents/prof-test-prac.pdf)). This document contains numerous examples of actions that violate test security; actions that must not be part of test preparation; actions that must not occur during test administration; and actions that must be avoided when reporting test results.
7. Honor the public trust when entrusted with public funds and property by acting with a high level of honesty, accuracy, and responsibility. Violations of this standard include, but are not limited to: (a) misusing public or school-related funds; (b) failing to account for funds collected from students or parents/guardians; (c) submitting fraudulent requests for reimbursement of expenses or for pay; (d) co-mingling District or school funds with personal funds or checking accounts; and (e) using school property without the approval of the supervising school official.
8. Maintain integrity with students, colleagues, parents/guardians, community members, and businesses concerning business dealings and when accepting gifts and favors. Violations of this standard include, but are not limited to, soliciting students or parents/guardians to purchase supplies or services from the employee or to participate in activities that financially benefit the employee without fully disclosing the interest.
9. Respect the confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements. Violations of this standard include, but are not limited to: (a) disclosing confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results, unless disclosure is required or permitted by law; and (b) disclosing confidential information restricted by State or federal law.
10. Demonstrate conduct that follows generally recognized professional standards and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39(f)). Unethical conduct is any conduct that impairs the employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

11. Comply with all State and federal laws and rules regulating public schools and School Board policies, including but not limited to: 2:105 (*Ethics and Gift Ban*), 5:10 (*Equal Employment Opportunity and Minority Recruitment*), 5:20 (*Workplace Harassment Prohibited*), 5:30 (*Hiring Process and Criteria*), 5:50 (*Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*), 5:60 (*Expenses*), 5:90 (*Abused and Neglected Child Reporting*), 5:100 (*Staff Development Program*), 5:120 (*Employee Ethics; Professional Code of Conduct; and Conflict of Interest*), 5:130 (*Responsibilities Concerning Internal Information*), 5:140 (*Solicitations By or From Staff*), 5:170 (*Copyright*), 5:180 (*Temporary Illness or Temporary Incapacity*), 5:200 (*Terms and Conditions of Employment and Dismissal*), 5:230 (*Maintaining Student Discipline*), 5:280 (*Duties and Qualifications*), 5:290 (*Employment Termination and Suspensions*), 6:235 (*Access to Electronic Networks*), 7:20 (*Harassment of Students Prohibited*), 7:180 (*Prevention of and Response to Bullying, Intimidation, and Harassment*), 7:190 (*Student Behavior*), 7:340 (*Student Records*), and 8:30 (*Visitors to and Conduct on School Property*).

Conviction of any employment disqualifying criminal offense listed in 105 ILCS 5/10-21.9 or 5/21B-80 will result in dismissal.

Before disciplinary action is taken, the supervisor will conduct a fair and objective investigation to determine whether the employee violated a standard or other work rule and the extent that any violation impacts educational or operational activities, effectiveness, or efficiency. Discipline must be appropriate and reasonably related to the seriousness of the misconduct and the employee's record. Any applicable provision in a contract, bargaining agreement, or State law will control the disciplinary process.

Reviewed: January 13, 2020  
Adopted: January 27, 2020  
Revisions Adopted:

## Professional Personnel

### Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold a valid teaching or substitute license ~~or short-term substitute license~~ and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 days beginning with the 2021-2022 through the 2022-2023 school year, otherwise, -90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.
- ~~3. A short-term substitute teacher holding a short-term substitute teaching license may teach for any one licensed teacher under contract with the district only for a period not to exceed five consecutive school days.~~

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in any school year, but not more than 100 paid days in the same classroom. Beginning July 1, 2023, a substitute teacher who is TRS annuitant may substitute reach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists

The School Board establishes a daily rate of pay for substitute teachers. No fringe benefits are given substitutes.

### Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, sShort-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

### Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education within five business days after the employment of a substitute teacher in an emergency situation.

LEGAL REF.: 105 ILCS 5/10-20.6, 5/21B-20(2), 5/21-B20(30, and 5/21B-20(4).  
40 ILCS 5/16-118, Ill. Pension Code.  
23 Ill. Admin. Code § 1.790. 790 (Substitute Teacher) and §25.520 (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

Reviewed: May 17, 2004, May 7, 2018, April 23, 2020, January 2022  
Adopted: August 23, 2004  
Revisions Adopted: August 2, 2010, May 21, 2018, May 11, 2020

## Professional Personnel

### Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

### Sick and Bereavement Leave

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption or the acceptance of a child in need of foster care.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1), a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of non-working days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For the purposes of adoption, placement of adoptions or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption of the formal foster care process prior to taking custody of the child in need of foster care. Such leave is limited to 30 days unless a longer leave is provided in an applicable collective bargaining agreement and need not be used consecutively once the formal adoption or foster care process is underway. The board of Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

### Family ~~Child~~ Bereavement Leave

State law allows a maximum of 10 unpaid ~~work days~~ ~~workdays~~ for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take ~~family child~~ bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the ~~Family Child~~ Bereavement Leave Act. Eligible employees may use family ~~Child~~ bereavement leave, without any adverse employment action, allows for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral a covered family members, which includes an employee's child, stepchild, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent ~~of his or her child~~, (2) marking arrangements ~~deciding~~ necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

~~staff member's child, or (3) grieving the death of the staff member's child, without any adverse employment action.~~

The leave must be completed within 60 days after the date on which the employee received notice of the death of the

covered family member or the date on which an event under item (4) above occurs. ~~his or her child~~. However, in the event of the death of more than covered family member ~~one child~~ in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Child Bereavement Leave Act. This policy does not create any right for an employee to take family child bereavement leave that is inconsistent with the Family Child Bereavement Leave Act.

#### Sabbatical Leave

Sabbatical leave may be granted in accordance with the Glen Ellyn Educational Association collective bargaining agreement.

#### Personal Leave

Professional staff members are granted two personal leave days per year. A personal leave day is defined as a day to allow professional personnel time to conduct personal business (but not vacation, travel, or work stoppage), which is impossible to schedule at a time other than during a school day. Any unused personal leave day in a school year will be credited to the cumulative sick leave.

The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, personal leave requests should be submitted to the Building Principal three days in advance of the requested date,
2. No personal leave days may be used immediately before or immediately after a holiday unless the Superintendent grants prior approval,
3. Personal leave may not be used in increments of less than one-half day,
4. Personal leave days are subject to a substitute's availability,
5. Personal leave days may not be used during the first and/or last five days of the school year,
6. Personal leave days may not be used on in-service and/or institute training days, and
7. Personal leave may not be used by more than 10% of the teaching staff in each building at the same time.

#### Leave of Absence Without Pay

The Board may grant a leave of absence without pay to tenured professional staff members who have rendered satisfactory service and desire to return to employment in a similar capacity at a time determined by the School Board.

Each leave of absence shall be of the shortest possible duration required to meet the leave's purpose consistent with a reasonable continuity of instruction for students.

#### Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

#### Child-Rearing Leave

The Board shall grant a professional staff member's request for a non-paid, child-rearing leave, not to exceed the balance of the school year plus one additional school year (but in no event shall such leave exceed three semesters), provided the request complies with this policy. Nothing in this section shall prohibit a professional staff member from using paid sick days as provided in this policy.

A teacher should request, if possible, a child-rearing leave by notifying the Superintendent in writing no later than 90 days before the requested leave's beginning date. The request should include the proposed leave dates. The leave shall end before a new school year begins or before the first day of school after winter recess.

Subject to the insurance carrier's approval, the teacher may maintain insurance benefits at his or her own expense during a child-rearing leave.

A professional staff member desiring to return before the leave's expiration will be assigned to an available vacancy for which the teacher is qualified, subject to scheduling efficiency and instruction continuity.

#### Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as ~~reemployment~~ ~~re-employment~~ rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

#### General Assembly

Leaves for service in the General Assembly, as well as ~~reemployment~~ ~~re-employment~~ rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service or in the General Assembly does not acquire tenure.

#### Leave for Employment in Department of Defense

The School Board may grant teachers a leave of absence to accept employment in a Department of Defense overseas school.

#### School Visitation Leave

An eligible professional staff member is entitled to 8 hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings or academic meetings related to the teacher's child if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

#### Leaves for Victims of Domestic Violence or Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic or sexual violence, gender violence, or any other crime of violence, or (2) has a family, or household member who is a victim of violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act, governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, an employee is entitled to a total of 12 work weeks of leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. § 2601, et seq.).

#### Leaves to Serve as an Officer or Trustee of a Specific Organization

Upon request, the School Board will grant: (1) an unpaid leave of absence to a teacher who is elected to serve as an officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System to attend meetings and seminars as required by 105 ILCS 5/24-6.3, and (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as required by 105 ILCS 5/24-6.2.

During any time when the Governor has declared a disaster due to a public health emergency under 20 ILCS 3305/7, paid administrative leave is available to eligible employees if the District, State or any of its agencies, or the local health department has issued guidance, mandates, or rules related to COVID-19 that restrict an employee from being on District property for a reason outlined in State law.

For an employee to be eligible for COVID-19 paid administrative leave, the employee must be fully vaccinated against COVID-19 as defined in 105 ILCS 5/10-20.83 (final citation pending). The employee will receive as many days of administrative leave as required to abide by the public health guidance, mandates, and requirements issued by the Ill. Dept. of Public Health, unless a longer period has been negotiated with the exclusive bargaining representative.

As a condition of being granted COVID-19 paid administrative leave, an employee shall provide all documentation necessary to substantiate the employee’s eligibility for the leave, as requested by the Superintendent or designee. An employee who is on COVID-19 paid administrative leave will receive the employee’s regular rate of pay; the leave will not diminish any other leave or benefits of the employee. Employees may not accrue COVID-19 paid administrative leave.

LEGAL REF.: 105 ILCS 5/10-20.83 (final citation pending), 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1. ~~10 ILCS 5/13-2.5~~  
10 ILCS 5/13-2.5, Election Code.  
~~105 ILCS 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1~~  
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.  
820 ILCS 147/, School Visitation Rights Act. .  
820 ILCS 147/ and 180/Victims’ Economic Security and Safety Act.  
820 ILCS 154/Child Bereavement Leave Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Reviewed: May 17, 2004, August 2, 2010, November 21, 2016, August 12, 2019, February 24, 2020, December 13, 2021

Adopted: August 23, 2004

Revision Adopted: April 18, 2005, February 11, 2008, February 01, 2010, December 5, 2016, August 26, 2019, March 9, 2020, January 18, 2022

## Educational Support Personnel

### Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board policies as they may be changed from time-to-time at the Board's sole discretion.

### Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE).

Individuals with only non-instructional duties, (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

### Non licensed Personnel Working with Students and Performing Non-Instructional Duties

#### Non licensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long-distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a non licensed person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

### Non-certificated Personnel with Instructional Duties in a Program Supported with Federal Funds Under Title I

~~Non-certificated personnel with instructional duties in a program supported with federal funds under Title I are known as "paraprofessionals." They shall have the duties and qualifications as described in Title I of the Elementary and Secondary Education Act and rules adopted by the US Department of Education, as well as qualifications as determined by the Illinois State Board of Education. At a minimum, newly hired paraprofessionals must have:~~

- ~~1. Completed at least 2 years of study at an institution of higher education;~~
- ~~2. Obtained an associate's or higher degree; or~~
- ~~3. Met a rigorous standard of quality and can demonstrate, through a formal State or local assessment, knowledge of relevant subjects.~~

~~Individuals with only non instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not "paraprofessionals" and the requirements in this section do not apply.~~

Non-certificated Personnel with Instructional Duties in a Program That Is Not Supported with Federal Funds Under Title I

Non-certificated personnel with instructional duties in a program that is not supported with federal funds under Title I are known as “teacher aides.” They shall have the qualifications as determined by the Illinois State Board of Education. They may be used:

1. To assist with academic programs under a certificated teacher's immediate supervision; or
2. For providing specialized instruction in fields in which their knowledge and skills make them particularly qualified, provided they are under a certificated teacher's direction and the District receives the Regional Superintendent's approval.

Non-certificated and Unlicensed Personnel Working with Students Performing Non-Instructional Duties

Non-certificated and unlicensed personnel, including paraprofessionals and teacher aides, may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a non-certificated person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is regulated by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health. The Superintendent or designee shall ensure that all coaches have completed appropriate training programs. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act.

Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, Hiring Process and Criteria and Board policy 5:285, Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers.

LEGAL REF.: ~~No Child Left Behind Act of 2001, 20 U.S.C §6319(e).~~  
34 C.F.R. §§ 200.58 and 200.59.  
105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.  
625 ILCS 5/6-104 and 5/6-106.1. Ill. Vehicle Code.  
23 Ill. Adm. Code §§ 1.630 and 25.510

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

Reviewed: May 17, 2004, December 8, 2014  
Adopted: August 23, 2004  
Revisions Adopted: February 01, 2010, January 12, 2015

**Non-Union Educational Support Personnel**

**Sick Days, Vacation, Holidays, and Leaves**

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick Days

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year for the first two years of employment, then 15 paid sick days per year thereafter. Part-time employees will receive sick pay equivalent to their regular workday. Unused sick leave shall accumulate without limit and unused sick leave will be reported to IMRF upon retirement.

Sick leave is defined in State law as personal illness, mental or behavioral complications, or as may be deemed necessary in other cases, quarantine at home, serious illness, or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. The Superintendent and/or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member ~~(3)~~ a chiropractic licensed physician licensed under the Medical Practice Act, ~~(34)~~ a licensed advanced practice nurse ~~(45)~~ a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or ~~(56)~~ if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than 3 days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification.

For purposes of adoption, placement for adoption or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need to foster care. Such leave is limited to 30 days unless a longer leave is provided in an applicable collective bargaining agreement and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption process or foster care process is underway.

Vacation

Twelve-month hourly employees shall be eligible for paid vacation days according to the following schedule:

<u>Length of Employment</u>		<u>Maximum Vacation Leave Earned Per Year</u>
<u>From:</u>	<u>To:</u>	
Beginning of year 1	End of year 5	10 Days per year

Beginning of year 6	End of year 15	15 Days per year
Beginning of year 16	End of year	20 Days per year

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee's average number of part-time hours per week during the last vacation accrual year. The Superintendent will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation.

#### Holidays

Unless the District has a waiver or modification of the School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school the District 12-month non-union employees will be paid for but will not be required to work on Holidays as defined by the Superintendent annually.

The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

#### Personal Leave

District 12-month non-union employees have two paid personal leave days per year. Unused personal days may accumulate to a maximum of four (4) days, with any personal days accumulated in excess of 4 converting into accumulated sick leave. The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the supervisor at least 2 days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday unless the Superintendent grants prior approval.
3. Personal leave may not be used in increments of less than one half day.
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used when the employee's absence would create an undue hardship.

#### Leave to Serve as a Trustee of the Ill Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Illinois Municipal Retirement Fund in accordance with [state law. 105 ILCS 5/24-6.3](#)

#### Bereavement Leave

Educational support personnel receive bereavement leave on the same terms and conditions granted professional staff.

#### Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leaves for Service in the Military.
2. Leaves for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence or Other Crime of Violence.
5. [Family Child](#) Bereavement Leave
6. Leave to serve as an election judge.

6.7. COVID-19 Paid Administrative Leave.

LEGAL REF.: 105 ILCS 5/10-20.7b, 5/24-2, and 5/24-6.  
 330 ILCS 61/, Service Member Employment and Reemployment Rights Act.  
 820 ILCS 147, School Visitation Rights Act.  
 820 ILCS 154/, Child Bereavement Leave Act.  
 820 ILCS 180/, Victims' Economic Security and Safety Act.  
School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987);  
Elder v. Sch. Dist. No.127 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

Reviewed: May 17, 2004, June 21, 2010, March 24, 2014, December 08, 2014,  
 September 14, 2015, November 21, 2016, February 24, 2020, December 13, 2021

Adopted: August 23, 2004

Revisions Adopted: February 11, 2008, February 01, 2010, August 2, 2010, April 14, 2014,  
 January 12, 2015, September 28, 2015, December 5, 2016, March 9, 2020,  
 January 18, 2022

## Students

### School Admissions and Student Transfers To and From Non-District Schools

#### Age

To be eligible for admission to kindergarten, a child must be five years old on or before September 1 of that school term and not turn six years old before June 1 preceding the school term. Children who enter first grade must be six years of age on or before September 1 of that school year and not turn seven years old before June 1 preceding the school term.

A child whose 5th birthday is after September 1 may be considered for early admission into kindergarten based on an individualized assessment of the child's readiness to attend kindergarten. In order to consider early entrance to kindergarten and based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

#### Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate or other reliable proof of identity and age. If a birth certificate is not presented, the Building Principal or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Building Principal or designee shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within ten days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten -day period, the Principal shall refer the case. The Principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye and Dental Examinations, Immunizations, and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active-duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

### Homeless Children

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

### Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.

### Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

LEGAL REF.: 8 U.S.C. §1101, Illegal Immigrant and Immigrant Responsibility Act of 1996.  
20 U.S.C. §1232g, Family Educational Rights and Privacy Act.  
20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.  
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.  
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.  
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, 5/27-8.1  
105 ILCS 10/8.1, Ill. School Student Records Act.  
105 ILCS 45/, Education for Homeless Children Act.  
105 ILCS 70/, Educational Opportunity for Military Children Act.  
325 ILCS 50/, Missing Children Records Act.  
325 ILCS 55/, Missing Children Registration Law.  
410 ILCS 315/2, Communicable Disease Prevention Act.  
20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.  
23 Ill.Admin.Code Part 226, Special Education.  
23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation) 6:135, (Accelerated Placement Program.) 6:140 (Education of Homeless Children), 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health Examinations, Immunizations, and Exclusion of Students), 7:340 (Student Records)

Reviewed: December 19, 2005, January 18, 2011, February 11, 2013, January 25, 2016, January 23, 2017, August 6, 2018, January 2020, March 21, 2022  
Adopted: February 27, 2006  
Revisions: August 18, 2008, January 18, 2011, February 25, 2013, February 8, 2016, February 6, 2017, August 20, 2018, March 21, 2022

## Students

### Attendance and Truancy

#### Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years of age (unless the child has graduated from high school), (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s), or time of day, , and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student, as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional or physical health, or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

#### Absenteeism and Truancy

The Superintendent or designee shall develop diagnostic procedures for identifying the cause(s) of unexcused student absenteeism. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 8 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/ 26-2a.

6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant or chronically truant or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School*.
8. A process for the collection and review of chronic absence data and to
  - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
  - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community-based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

### Monitoring

13. Pursuant to State law and policy 2:240, Board Policy Development, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.: 105 ILCS 5/22-92 and 5/26-1 through 18.  
705 ILCS 405/3-33.5. Juvenile Court Act if  
23 Ill.Admin.Code §§1.242 and Part 207 ~~1.290~~.

CROSS REF.: 5:100 (Staff Development Program) 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior); 7:340 (Student Records)

Reviewed: December 19, 2005, March 24, 2014, January 23, 2017, May 7, 2018, May 11, 2020,  
February 22, 2022  
Adopted: February 27, 2006

Revisions: February 11, 2008, April 14, 2014, February 6, 2017, May 21, 2018, May 26, 2020,  
March 21, 2022

## Students

### Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.

The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent(s)/guardian(s) must consent to regular or continuing services from a social worker.
4. Guidance and school counseling services.
5. ~~A liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.~~

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

#### Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors,<sup>7</sup> along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention.

Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

LEGAL REF.: 105 ILCS 5/10-23.13(b) 5/10-20.59, and 5/21B-25(G).  
405 ILCS 49/1, Children's Mental Health ~~Act of 2003~~,  
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health Examinations, Immunizations, and Exclusion of Students), 7:280 (Communicable and Chronic Infectious Diseases), 7:340 (Student Records)

Reviewed: August 23, 2004, January 23, 2017, May 7, 2018, March 21, 2022  
Adopted: August 23, 2004  
Revisions Adopted: February 27, 2006; December 8, 2014, February 6, 2017, May 21, 2018,  
April 18, 2022

## Students

### Student Records

School student records are confidential and information from them shall not be released other than as provided by law. 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 or 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 for certain

State and federal law grant students, ~~and~~ parent(s)/guardian(s), and when applicable, the Ill. Dept. of Child and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and /or challenge school student records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District will not release directory information although the District can and will release student record information in other situations, including where a parent(s)/guardian(s) authorizes release of information, as outlined in 7:340 AP1 E2 Release of Student Information to PTA and Using a Photograph or Video Recording of a Student. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s). Upon request, the District discloses school student records without parent consent to the official's records custodian of another school district in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement and designate *an official records custodian for each school* who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parent(s)/guardian(s) of their rights regarding school student records.

### Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendations shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody or the student (if over the age of 18). Upon a student's 18<sup>th</sup> birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student’s biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody of the student or the student (if over the age of 18). Requests to discontinue using a student’s biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

*Records Custodian*

Name	<u>District Registrar</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act, ~~implemented by~~ 34 C.F.R. Part 99.50 ILCS 205/7.  
105 ILCS 5/10-20.21b, 5/20.37, 5/20.40, and 5/14-1.01 et seq.  
105 ILCS 10/, Ill. School Student Records Act.  
325 ILCS 17/, Children’s Privacy Protection and Parental Empowerment Act.  
750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.  
23 Ill.Admin.Code Parts 226 and 375.  
Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).  
Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

ADMIN. PROC.: 7:15-E (Notification to Parents of Family Privacy Rights), 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student’s School Records), 7:340-AP1, E3 (Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information), 7:340-AP1, E4 (Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information, 7:340-AP1, E5 (Biometric Information Collection Authorization), 7:340-AP2 (Storage and Destruction of School Student Records), 7:340-AP2, E1 (Schedule for Destruction of School Student Records)

Reviewed: October 18, 2004, February 11, 2013, May 7, 2018, April 23, 2020, January 28, 2021  
Adopted: October 18, 2004  
Revisions Adopted: January 24, 2005, February 27, 2006, February 11, 2008, February 25, 2013, May 21, 2018, May 11, 2020, February 22, 2021

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## Students

### **Administrative Procedure - School Student Records**

**This procedure implements policy 7:340, Student Records. It contains a Table of Contents and lettered Sections.**

- A. Legal Citations and Definitions
- B. School Student Records Defined
- C. Eligible Students Accorded the Rights of Parent/Guardian
- D. Official Records Custodians
- E. Maintenance of School Student Records
- F. Retention and Destruction of School Student Records
- G. Social Security Numbers
- H. Access to School Student Records
- I. Record of Release
- J. Orders of Protection
- K. Parenting Plan
- ~~K.~~L. Transmission of Records for Transfer Students
- ~~L.~~M. Directory Information
- ~~M.~~N. Student Record Challenges

#### **A. Legal Citations and Definitions**

The legal requirements contained in this procedure are followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Illinois School Student Records Act (105 ILCS 10/2) and the Illinois State Board of Education rules (23 Ill.Admin. Code §375.10). For easy reference, some definitions are re-printed in this procedure.

The release of confidential information given by a student to a therapist (e.g., school counselor or psychologist) is not included in these procedures but is governed by the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/).

#### **B. School Student Records Defined**

*School Student Record* means any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored. 105 ILCS 10/2(d).

*Special Education Records* means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.) and Article 14 of the School Code. These records include the report of the multidisciplinary staffing conference on which placement or nonplacement was based and all records and audio recordings in any format relating to special education placement hearings and appeals. 23 Ill.Admin.Code §375.10.

A school student record does not include any of the following:

1. Writings or other recorded information kept in a school staff member's sole possession that is destroyed not later than the student's graduation or permanent withdrawal, and is not accessible or revealed to any other person except a temporary substitute teacher. 105 ILCS 10/2(d).

2. Information maintained by law enforcement professionals working in the school. 105 ILCS 10/2(d).
3. Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes. 23 Ill.Admin.Code §375.10. This includes, without limitation, ~~e~~Electronic recordings made on school buses, as defined in the exemption from the criminal offense of eavesdropping in 720 ILCS 5/14-3(m).~~1.~~— 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. 23 Ill.Admin.Code §375.10. Note: For districts and schools that do not have a designated law enforcement unit, consult the Board Attorney regarding designating an employee to serve as the law enforcement unit in order to maintain the security camera and determine the appropriate circumstances in which the school would disclose recorded images.
4. 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. 23 Ill.Admin.Code §375.10

#### C. Eligible Students Accorded the Rights of Parent/Guardian

All rights and privileges concerning school student records that are accorded to parents/guardians become exclusively those of the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever occurs first. 105 ILCS 10/2(g). Such students are called *eligible students* in this procedure.

#### D. Official Records Custodians

Each Building Principal is designated the Official Records Custodian for his or her respective school and has the duties, without limitation, listed below.

1. Is responsible for the maintenance, care, and security of all school student records, whether or not the records are in his or her personal custody or control, and shall take all reasonable measures to protect school student records through administrative, technical, and security safeguards against risks, such as unauthorized access, release, or use. 105 ILCS 10/4(a) and (b); 23 Ill.Admin.Code §375.40(g).~~prevent unauthorized access to or dissemination of school student records. 105 ILCS 10/4(a)&(b).~~
2. Reviews student temporary records at least every ~~four~~4 years, or upon a student's change in attendance centers, whichever occurs first, to verify entries and correct inaccurate, unnecessary, or irrelevant information. The records review is required in any given school year at the time a student first changes attendance centers within the District, but it does not need to be conducted if the student enrolls in a different attendance center later in that same school year. 23 Ill.Admin.Code §375.40(b).
3. When notified by the Ill. Dept. of Children and Family Services (DCFS), purges DCFS's final finding report from the student's record and returns the report to DCFS. If a school has transferred the report to another school as part of the transfer of the student's records, the sending school shall forward a copy of the DCFS's request to the receiving school. 325 ILCS 5/8.6.
4. Manages requests to access school student records.
5. Transfers a certified copy of the records of students transferring to another school and retains the original records.
6. Provides all required notices to parents/guardians and students, including without limitation, each of the following:
  - a. Upon initial enrollment or transfer to the school, notification of rights concerning school student records; the notification may be delivered by any means likely to reach parents,

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- including direct mail or email, delivery by the student to the parent, or incorporation into a student handbook. 23 Ill.Admin.Code §375.30.
- b. Annual notification of information that is considered to be *directory information* and of the procedures to be used by parents/guardians to request that specific information not be released. 23 Ill.Admin.Code §375.80.
  - c. Notification of their right to a hearing to challenge any entry in the school student records (except for academic grades) and Official Records Custodian's name and contact information. 23 Ill.Admin.Code §375.90.
  - d. Upon a student's graduation, transfer, or permanent withdrawal, notification to the parents/guardians, and if the student is in the legal custody of DCFS, DCFS' Office of Education and Transition Services, of the destruction schedule for the student's permanent and temporary school student records and of their right to request a copy. to Notice to parents/guardians or the student may be provided through:~~through:~~ (1) the school's parent or student handbook, (2) publication in a newspaper published in the district or, if no newspaper is published in the district, in a newspaper of general circulation within the district, (3) U.S. mail delivered to the last known address of the parent/guardian or student, or (4) other means provided notice is confirmed to have been received, e.g., hand delivery, return receipt, or read receipt email. 105 ILCS 10/4(h), amended by P.A.s 101-161 and 102-199; ~~eff. 1-1-20~~; 23 Ill.Admin.Code §375.40(c).
7. Takes all action necessary to assure that school personnel are informed of the provisions of the School Student Records Act. 105 ILCS 10/3(c).
  8. Performs all actions required of the District described in this procedure and the laws governing school student records.

The Building Principal may delegate any of these duties to an appropriate staff member but shall remain responsible for the duty's execution.

**E. Maintenance of School Student Records** 105 ILCS 10/2; 23 Ill.Admin.Code §375.10.

The District maintains two types of school records for each student: a *permanent* record and a *temporary* record.

The *student permanent record* shall consist of the following and only the following:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
2. Evidence required by the Missing Children's Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including grades, class rank, graduation date, grade level achieved, scores on college entrance examinations, and the unique student identifier assigned and used by ISBE's Student Information System (23 Ill.Admin.Code §1.75.)
4. Attendance record
5. Health record, defined by ISBE rule as "medical documentation necessary for enrollment and proof of of having certain examinations, dental examinations, as may be required under Section 27-8.1 of the School Code"
6. Record of release of permanent record information that contains the information listed in the subsection on **Record of Release**, below
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12)

If not maintained in the temporary record, the *permanent record* may include:

1. Honors and awards received
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

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No other information shall be placed in the permanent record.

The *student temporary record* contains all information not required to be kept in the student permanent record and must include:

1. Record of release of temporary record information that contains the information listed in the subsection on **Record of Release**, below
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
3. Completed home language survey (23 Ill.Admin.Code §228.15(d).)
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
5. Any final finding report received from ~~DCFS~~<sup>a Child Protective Service Unit</sup> provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student record (23 Ill.Admin.Code §375.40(f).)
6. Any biometric information that is collected in accordance with 105 ILCS 5/10-20.40.
- ~~6-7.~~ Health-related information, defined by ISBE rule as “current documentation of a student’s health information, not otherwise governed by the ~~MHDDCA~~<sup>Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110)</sup> or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete’s and his or her parent’s acknowledgement of the District’s concussion policy adopted under section 22-80 of the [School] Code, and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports)”
- ~~7-8.~~ Accident report, defined by ISBE rule as “documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth ... has followed through on that request.”
- ~~8-9.~~ Any documentation of a student’s transfer, including records indicating the school or school district to which the student transferred (23 Ill.Admin.Code §375.75(e).)
- ~~9-10.~~ Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement (23 Ill.Admin.Code §1.445.)
- ~~10-11.~~ Information contained in related service logs maintained by the District for a student with an individualized education program under 105 ILCS 5/14-8.02f(d).amended by P.A. 101-643, including for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.~~105 ILCS 10/2(f), amended by P.A. 101-515.~~

The *temporary record* may also consist of:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores

4. Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §701 et seq.)
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

**F. Retention and Destruction of School Student Records**

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(e). The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(f). Individuals adding information to a student's temporary record must include their name, signature, and position and the date the information was added. 105 ILCS 10/4(d). Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent(s)/guardian(s) or to the eligible student. 23 Ill.Admin.Code §375.40(d). Appropriate District personnel shall explain to the student and the parent/guardian the future usefulness of these records. 23 Ill.Admin.Code §375.40(d). Be sure to provide notice pursuant to 105 ILCS 10/4(h), amended by P.A.s 101-161 and 102-199, ~~eff. 1-1-20~~, as noted in D(6)(e), above.

**G. Social Security Numbers**

School officials, with limited exceptions, may not require students or their parents/guardians to provide social security numbers. Privacy Act of 1974, 5 U.S.C. §552a, as supplemented by Pub.L. 93-579. The collection and retention of social security numbers shall be in accordance with Board policy 4:15, *Identity Protection*.

**H. Access to School Student Records**

The phrase "access to a school student record" means any release or disclosure of information from a student's school record, whether or not any record is copied, ~~and should be broadly interpreted.~~ Access in all cases is limited to the designated portion of the record to which the consent or statutory authority applies.

Neither the District nor any of its employees shall release, disclose, or grant access to information found in any school student record except under the conditions set forth in the Illinois School Student Records Act. 105 ILCS 10/6. Absent a court order, school officials do not provide educational records to the Immigration Customs Enforcement.

The Building Principal shall grant access to school student records as detailed below. The Building Principal shall consult with the Superintendent and, if authorized, the Board Attorney concerning any questions.

**Access to Parent/Guardian or Eligible Student or DCFS**

1. A student's parent(s)/guardian(s) or eligible student, or designee, or DCFS' Office of Education and Transition Services, when a student is in the legal custody of DCFS, are entitled to inspect and copy information in the student's school record; a student less than 18 years old may inspect or

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copy information in his or her permanent school record. 105 ILCS 10/5. A request to inspect or copy school student records shall be made in writing and directed to the Building Principal. Access to the records shall be granted within 10 business days after the receipt of such a request. 105 ILCS 10/5(c) ~~amended by P.A. 100-532.~~ The District may extend this timeline by up to five additional business days if one or more of these six reasons applies:

- a. The requested records are stored in whole or in part at other locations than the office having charge of the requested records;
- b. The request required the collection of a substantial number of specified records;
- c. The request is couched in categorical terms and requires an extensive search for the records responsive to it;
- d. The requested records have not been located in the course of routine search and additional efforts are being made to locate them;
- e. The request for records cannot be complied with by the school district within the time limits prescribed by subsection (c) without unduly burdening or interfering with the operations of the school district; or
- f. There is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district among two or more components of a public body or school district having a substantial interest in the determination or in the subject matter of the request. 105 ILCS 10/5(c-5), amended by P.A. 100-532.

The District and the person making the request may also agree in writing to extend the timeline for response. Id. The response to an access request for a special education student's records shall include those school student records located in the special education office.

2. The parent(s)/guardian(s), DCFS, if applicable, or the District may request a qualified professional to be present to interpret the student's records. 105 ILCS 10/5(b), amended by P.A.102-199. If the District makes the request, it is responsible for securing and bearing the cost of the professional's presence.
3. Unless the District has actual notice of a court order or a notice of a parenting plan under the Ill. Marriage and Dissolution of Marriage Act, indicating otherwise:
  - a. Divorced or separated parents/guardians with and without parental responsibility (formerly custody) are both permitted to inspect and copy the student's school student records. 750 ILCS 5/602.11.
  - b. The Building Principal shall send copies of the documents listed below to both parents/guardians at either's request. 105 ILCS 5/10-21.8.
    - 1) Academic progress reports or records
    - 2) Emotional and physical health reports
    - 3) Notices of school-initiated parent-teacher conferences
    - 4) School calendar regarding the student
    - 5) Notices about open houses, graduations, and other major school events including student-parent/guardian interaction.
4. The school will deny access to a student's school records to a parent against whom an order of protection (OP) was issued if the OP prohibits the parent from inspecting or obtaining such records pursuant to the Domestic Violence Act of 1986 or the Code of Criminal Procedure of 1963. See the Ill. Marriage and Dissolution of Marriage Act, 750 ILCS 5/602.11(a), and 750 ILCS 60/214(b)(15), and 222(f). Also see **Orders of Protection**, below.
5. Parent(s)/guardian(s) or the student ~~student~~, or if applicable, DCFS' Office of Education and Transition Services, shall not be granted access shall not be granted the parent(s)/guardian(s) or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment or the receipt of an honor or award which were placed in the records prior to January 1, 1975, provided such letters and statements are not used for

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purposes other than those for which they were specifically intended. Access shall not be granted to such letters and statements entered into the record at any time if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters and statements. 105 ILCS 10/5(e), amended by P.A. 102-199.

**Access With Consent of Parent/Guardian or Eligible Student**

1. Access will be granted to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) or eligible student, stating to whom the records may be released, the information or record to be released, and the reason for the release. 105 ILCS 10/6(a)(8); 23 Ill.Admin.Code §375.70(e). Whenever the District requests the consent to release records, the Building Principal shall inform the parent(s)/guardian(s) or eligible student in writing of the right to inspect, copy, and challenge their contents and to limit such consent to designated portions of the records. 105 ILCS 10/6(a)(8).
2. Access to any record that is protected by the Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA, 740 ILCS 110/), specifically that of a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services to a student, will be granted according to the consent requirements contained in MHDDCA. 740 ILCS 110/4&5.

**Access Without Notification to or Consent of Parent/Guardian or Eligible Student**

1. District employees or officials of the Illinois State Board of Education will be granted access, without parental/guardian consent or notification, when a current, demonstrable, educational or administrative need is shown. Access in such cases is limited to the satisfaction of that need. 105 ILCS 10/6(a)(2). Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest. 105 ILCS 10/6(a)(2).
2. Access will be granted, without parental/guardian consent or notification, to any person for the purpose of research, statistical reporting, or planning, provided that no student or parent/guardian can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records. 105 ILCS 10/6(a)(4).
3. The District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or the consent of the student's parent(s)/guardian(s). 20 U.S.C. §1232(g)(j), as added by the Sec. 507 of the U.S.A. Patriot Act of 2001. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to an adverse party.
4. A Serious Habitual Offender Comprehensive Action Program (SHOCAP) committee member will be granted access, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the Family Educational Rights and Privacy Act (FERPA). 105 ILCS 10/6(a)(10) allows disclosure to SHOCAP committee members who are "state and local officials and authorities" as those terms are used in FERPA. This federal law does not define "state and local officials and authorities;" rather, it limits when disclosure may be made to such officials and authorities.
5. Juvenile authorities will be granted access when necessary for the discharge of their official duties upon their request before the student's adjudication, provided they certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. *Juvenile authorities* means: (a) a circuit court judge and court staff members designated by the judge; (b) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (c) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (d) any individual, public or private agency having court-ordered custody of the child; (e)

any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (f) any potential placement provider when such release is authorized by the court to determine the appropriateness of the potential placement; (g) law enforcement officers and prosecutors; (h) adult and juvenile prisoner review boards; (i) authorized military personnel; and (j) individuals authorized by court. 105 ILCS 10/6(a)(6.5).

~~5.~~ DCFS' Office of Education and Transition Services will be granted access if the student is in the legal custody of DCFS. 105 ILCS 10/6(a)(12.5), added by P.A. 102-199 and renumbered by P.A. 102-813.

~~6.~~

**Access Without Consent of, but With Notification to, Parent/Guardian or Eligible Student**

1. In accordance with the procedures described in Section L below (Transmission of Records for Transfer Students), access will be granted, without parental/guardian consent, to the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled or intends to enroll, upon the request of such official or student. 105 ILCS 10/6(a)(3).

~~1-2.~~ Access will be granted pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice of such order's terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. 105 ILCS 10/6(a)(5). Parents of students who are named in a court order or parenting plan shall be deemed to have received the required written notice. The Building Principal shall respond to the order no earlier than five ~~5~~ school days after its receipt in order to afford parents/guardians the opportunity to review, inspect, and challenge the records if the parents choose to do so. 23 Ill.Admin.Code §375.70(d).

For the purposes of these procedures, a court order is a document signed by a judge. A subpoena signed by a court clerk, an attorney, or an administrative agency official shall not be considered a court order unless signed by a judge. 23 Ill.Admin.Code §375.40(a).

~~2-3.~~ Information may be released without parental consent, in connection with an articulable and significant threat to the health or safety of a student or other individuals, to appropriate persons if the knowledge of the requested information is necessary to protect the health or safety of the student or other individuals. The Building Principal shall make this decision taking into consideration the seriousness of the threat, the need for such records to meet the emergency, whether the persons to whom such records are released are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 105 ILCS 10/6(a)(7); 23 Ill.Admin.Code §375.60. The Building Principal shall notify the parent(s)/guardian(s) or eligible student, no later than the next school day after the date that the information is released, of the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.

4. The District will grant access as specifically required by federal or State statute, provided the individual complies with the requirements in 23 Ill.Admin.Code §375.70(b). 105 ILCS 10/6(a)(6). Prior to granting access, the Building Principal shall provide prompt written notice to the parent(s)/guardian(s) or eligible student of this intended action. 105 ILCS 10/6(b); 23 Ill.Admin.Code §375.70. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents. If the release relates to more than 25 students, a notice published in the newspaper is sufficient.

~~3.~~

The District charges \$.35 per page for copying information from a student's records. No parent/guardian or student shall be precluded from copying information because of financial hardship. 23 Ill.Admin.Code §375.50.

**I. Record of Release**

Except as provided below, a record of all releases of information from school student records (including all instances of access granted whether or not records were copied) shall be kept and maintained as part of such records. 105 ILCS 10/6(c). This record shall be maintained for the life of the school student record and shall be accessible only to the parent(s)/guardian(s) or eligible student, Building Principal, or other authorized person. The record of release shall include each of the following:

1. The nature and substance of the information released
2. The name and signature of the official records custodian releasing such information;
3. The name and capacity of the requesting person and the purpose for the request
4. The date of the release and
5. A copy of any consent to such release

No record of a disclosure is maintained when records are disclosed according to the terms of an *ex parte* court order. 20 U.S.C. §1232(g)(j)(4).

**J. Orders of Protection**

Upon receipt of a court order of protection, the Building Principal shall file it in the temporary record of a student who is the *protected person* under the order of protection. No information or records shall be released to the Respondent named in the order of protection. 750 ILCS 60/222(e).f).

**K. Parenting Plans**

Upon receipt of a parenting plan under the Ill. Marriage and Dissolution of Marriage Act (750 ILCS 5/), the Building Principal shall file it in the temporary record of a student who is the subject of the parenting plan.

**L. Transmission of Records for Transfer Students** 105 ILCS 10/6(a)(3); 23 Ill.Admin.Code §§375.70 & 375.75.

The Building Principal shall:

1. Within 14 calendar days after enrolling a transfer student, request directly from the student's previous school a certified copy of the student's record. The District shall exercise due diligence in obtaining the copy of the record requested.

~~1-2.~~ Upon the student's request or that of the official records custodian of another school in which the student has enrolled or intends to enroll, within 10 days, transfer a certified copy of the student's record (that is, the student's permanent and temporary record) to the official records custodian of the appropriate school and retain the original records. The records transfer is subject to prior notice to the student's parent(s)/guardian(s) as described above in Section H (Access to School Student Records). See policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools.*

~~2-3.~~ Determine if the school or special education office has any record that is protected by the ~~Mental Health and Developmental Disabilities Confidentiality Act~~ (MHDC) concerning the transferring student, specifically a record or report made by a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services. If so, ask the appropriate person as identified in 740 ILCS 110/4 whether to send the record protected by MHDDCA to the new school and, if yes, obtain a written consent for disclosure as provided in 740 ILCS 110/5.

This requirement does not apply to special education records and reports that are related to the identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities. 23 Ill.Admin.Code §375.10.

~~3-4.~~ Provide the parent/guardian or eligible student prior written notice of the nature and substance of the information to be transferred and opportunity to inspect, copy, and challenge it. If the

parent's/guardian's address is unknown, notice may be served upon the official records custodian of the requesting school for transmittal to the parent/guardian. This service is deemed conclusive, and 10 calendar days after this service, if the parents/guardians make no objection, the records may be transferred to the requesting school.

~~4.5.~~ Destroy any biometric information collected and do not transfer it to another school district.

6. Refrain from transferring the records if a student's record has been flagged as a "missing child" as provided in Section 5 of the Missing Children Records Act and Section 5 of the Missing Children Registration Law. The District shall notify the Ill Department of State Police or the local law enforcement authority of the request.

~~5.7.~~ Retain the original records in accordance with the requirements of 105 ILCS 10/4.

8. Include information about whether or not the student is in good standing and whether or not the student's medical records are up-to-date and complete. 105 ILCS 5/2-3.13a.

~~6.9.~~ Maintain any documentation of the student's transfer, including records indicating the school or school district to which the student transferred, in that student's temporary record.

If the student has unpaid fines, fees, or tuition charged pursuant to 105 ILCS 5/10-20.12a and is transferring to a public school located in Illinois or any other state, the Building Principal shall, unless otherwise prohibited by State law: 23 Ill.Admin.Code §§375.75(i).

1. Transfer the student's *unofficial record of student grades* in lieu of the student's official transcript of scholastic records. The *unofficial record of student grades* means written information relative to the grade levels and subjects in which a student was enrolled and the record of academic grades achieved by that student prior to transfer. These records shall also include the school's name and address, the student's name, the name and title of the school official transmitting the records, and the transmittal date.
2. Within 10 calendar days after the student has paid all of his or her unpaid fines or fees and at this District's own expense, forward the student's official transcript of scholastic records to the student's new school.

The Principal shall include the following information with the transferred records if the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason: 105 ILCS 5/2-3.13a. 23 Ill.Admin.Code §375.75(j).

1. The date and duration of the period of any current suspension or expulsion; and
2. Whether the suspension or expulsion is for, (a) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §8921 *et seq.*); (b) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or (c) battering a school staff member.

**M. Directory Information** 23 Ill.Admin.Code §375.80

The District will not release directory information but parent(s)/guardian(s) shall have the right to authorize release of information as outlined in 7:340 AP1 E2 *Using a Photograph or Video Recording of a Student and Release of Student information to PTA.*

No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion, or fundraising, without the prior, specific, dated, and written consent of the parent or eligible student (see 765 ILCS 1075/30). 23 Ill.Admin.Code §375.80. The following shall not be designated as directory information: (a) an image on a school security video, or (b) student social security number or student identification or unique student identifier.

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The notification to parents/guardians and students concerning school student records will inform them of their right to object to the release of directory information. See 7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*.

**N. Student Record Challenges**

Parents/guardians have the right to a hearing to challenge the accuracy, relevancy, or propriety of any entry in their student's school records, exclusive of academic grades and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. 105 ILCS 10/7; 23 Ill.Admin.Code §375.90. A request for a hearing should be submitted to the Superintendent and shall contain notice of the specific entry or entries to be challenged and the basis of the challenge. The following procedures apply to a challenge:

1. The Superintendent or designee will invite the parent(s)/guardian(s) to an initial informal conference, within 15 school days of receipt of the request for a hearing.
2. If the challenge is not resolved by the informal conference, formal procedures shall be initiated. The Superintendent will appoint a hearing officer, who is not employed in the attendance center in which the student is enrolled.
3. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parent(s)/guardian(s) and school officials. The hearing officer shall notify parents and school officials of the time and place of the hearing.
4. At the hearing each party shall have the right to:
  - a. Present evidence and to call witnesses;
  - b. Cross-examine witnesses;
  - c. Counsel;
  - d. A written statement of any decision and the reasons therefore; and
  - e. Appeal an adverse decision to an administrative tribunal or official to be established or designated by the State Board.
5. A verbatim record of the hearing shall be made by a tape recorder or a court reporter. A typewritten transcript may be prepared by either party in the event of an appeal of the hearing officer's decision. However, a typewritten transcript is not required in an appeal.
6. The written decision of the hearing officer shall, no later than 10 school days after the conclusion of the hearing, be transmitted to the parent(s)/guardian(s) and the School District. It shall be based solely on the information presented at the hearing and shall be one of the following:
  - a. To retain the challenged contents of the school student record;
  - b. To remove the challenged contents of the school student record; or
  - c. To change, clarify or add to the challenged contents of the school student record.
7. Any party has the right to appeal the decision of the local hearing officer to the Regional Superintendent or appropriate Intermediate Service Center, within 20 school days after the decision is transmitted. The parent(s)/guardian(s), if they appeal, shall so inform the school and within 10 school days the school shall forward a transcript of the hearing, a copy of the record entry in question, and any other pertinent materials to the Regional Superintendent or appropriate Intermediate Service Center. The school may initiate an appeal by the same procedures.
8. The final decision of the Regional Superintendent or appropriate Intermediate Service Center may be appealed to the circuit court of the county in which the school is located.
9. The parent(s)/guardian(s) may insert a written statement of reasonable length describing their position on disputed information. The school will include a copy of the statement in any release of the information in dispute. 105 ILCS 10/7(d).

LEGAL REF.: 20 U.S.C. §1232g, Family Education Rights and Privacy Act, 34 C.F.R. Part 99.  
105 ILCS 10/2, Illinois School Student Records Act, 23 Ill.Admin.Code Part 375.

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740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.  
750 ILCS 5/, Illinois Marriage and Dissolution of Marriage Act.

Reviewed: May 17, 2004, February 13, 2013, January 25, 2021  
Adopted: August 23, 3004  
Revision Adopted: January 24, 2005, February 27, 2006, January 04, 2010, March 8, 2010  
February 25, 2013, January 25, 2021

## Instruction

### Administrative Procedure - Comprehensive Health Education Program

105 ILCS 110/3 requires the District to implement a Comprehensive Health Education Program (CHEP). CHEP is a systematic and extensive educational program designed to provide a variety of learning experiences based upon scientific knowledge of the human organism as it functions within its environment which will favorably influence the knowledge, attitudes, values, and practices of Illinois [students]; and which will aid [students] in making wise personal decisions in matters of health.

Unless limited to specific grades, the following major educational areas are the basis for curricula in the District's CHEP in all elementary and secondary schools:

1. Human ecology and health;
2. Human growth and development;
3. In all grades, age-appropriate sexual abuse and assault awareness and prevention education, except no student in grades pre-K through 8 shall be required to take or participate in any instruction for *recognizing and avoiding* sexual abuse if the student's parent/guardian submits written objection and refusal to participate in the instruction shall not be reason for failing, suspending, or expelling the student. Through grade 8, an age-appropriate and evidence-informed curriculum pursuant to *Erin's Law* will provide instruction pursuant to policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*. The Superintendent must ensure all parent(s)/guardian(s) of students in any of grade's K through 8 receive not less than five days' written notice before commencing the instruction.
4. In all grades, a minimum of 16 hours of safety education in the courses of study regularly taught with instruction about:
  - a. Safety in the home, including safe gun storage;
  - b. Safety in connection with recreational activities;
  - c. Safety in and around school buildings;
  - d. Safety in connection with vocational work or training;
  - e. For students in grades 6 through 8, CPR and how to use an AED by watching a training video on those subjects.
5. In all grades, tobacco and e-cigarettes and other vapor devices;
6. In grades K through 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.
7. In grades K through 8, instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse that are integrated into the curricula and designed to promote effective methods for the prevention and avoidance of drug and substance abuse.
8. In grades K through 8, annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum.
9. In grades 5 through 8, alcohol and drug use and abuse, including the medical and legal ramifications of alcohol, drug, and tobacco use that integrates into existing curricula, instruction related to:
  - a. The physical and legal effects and ramifications of drug and substance abuse (including use during pregnancy);
  - b. Ill. State Board of Education (ISBE) instructional materials and guidelines developed to assist the District with incorporating this instruction topic into its curricula; and

- c. Either as part of existing curricula during the school day or as part of an after-school program, support services and instruction for students who are or students whose parent(s)/guardian(s) are chemically dependent.
10. In grades 6-8, age-appropriate parenting education that includes instruction in the following:
  - a. Child growth and development, including prenatal development.
  - b. Childbirth and child care.
  - c. Family structure, function, and management.
  - d. Prenatal and postnatal care for mothers and infants.
  - e. Prevention of child abuse.
  - f. The physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships.
  - g. Parenting skill development.
11. Family life, specifically its emotional, psychological, physiological, hygienic and social responsibilities, including sexual abstinence until marriage and evidence-based and medically accurate information regarding sexual abstinence; and in grades 6 through 8, instruction on the prevention, transmission, and spread of AIDS; except if a student's parent/guardian submits written objection to taking or participating in family life course or AIDS prevention instruction, and refusal to take or participate in the family life course or AIDS prevention instruction shall not be reason for suspension or expulsion of the student. See 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*.
12. Comprehensive personal health and safety and comprehensive sexual health education (NSES); except no student shall be required to take or participate in any NSES class or course, and a student's parent/guardian may opt the student out of NSES by submitting the request in writing or using 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*. Refusal to take or participate in an NSES course or program may not be a reason for disciplinary action, academic penalty, suspension, or expulsion or any other sanction of a student. Active parental consent for their child to participate in NSES is not required; however, because NSES mandates instruction about sexual violence (defined to include sexual abuse) and instruction in recognizing and avoiding sexual abuse required by 105 ILCS 5/27-13.2 requires a minimum of five days' notice to parents/guardians of students in grades K through 8, the District will notify students in grades K through 8 using the **Notice of Sexual Abuse and Assault Awareness and Prevention Education** subhead of 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*. See also 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.
13. Course materials and instruction to advise students about the Abandoned Newborn Infant Protection Act, 325 ILCS 2/;
14. The prevention and control of disease;
15. In grades 7 through 8, teen dating violence awareness;
16. In grades 7 through 8, instruction about the prevention of abuse of anabolic steroids in science, health, drug abuse, physical education, or other appropriate courses of study. Instruction shall emphasize that the use of anabolic steroids presents a serious health hazard to persons who use steroids to enhance athletic performance or physical development. In addition, coaches and sponsors

of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.

17. Public and environmental health;
18. Consumer health;
19. Safety education and disaster survival;
20. Mental health and illness that evaluates the multiple dimensions of health by reviewing the relationship between physical and mental health to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity and must include how and where to find mental health resources and specialized treatment in the State. .
21. Personal health habits;
22. Nutrition;
23. Dental health;
24. Cancer, including, without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help;
25. Basic first aid including, but not limited to:
  - a. Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization, except if a student's parent/guardian submits written objection, but refusal to participate in the training shall not be a reason for suspension or expulsion of the student; and
  - b. In secondary schools, how to use an automated external defibrillator (AED) shall be included, except if a student's parent/guardian submits written objection, but refusal to participate in the training shall not be a reason for suspension or expulsion of the student.
26. Heart disease;
27. Diabetes;
28. Stroke;
29. The prevention of child abuse and neglect;
30. Suicide prevention pursuant to policy 7:290, *Suicide and Depression Awareness and Prevention*;
31. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.

Notice to Parent/Guardian; Requirements; Written Objection(s) and/or Opt-outs

Refusal to take or participate in any course or program that allows parents/guardians to object in writing and/or opt their children out shall not be reason for disciplinary action or academic penalty to the student. The District will provide 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs* to parents/guardians wishing to provide written objection or opt out of content in CHEP.

Reviewed: February 27, 2006, February 11, 2013, November 6, 2017, April 23, 2020,  
March 21, 2021  
Adopted: May 15, 2006  
Revisions Adopted: December 18, 2006, September 15, 2008, January 04, 2010, February 25, 2013,  
December 18, 2017, May 11, 2020, April 18, 2022

## Instruction

### Assemblies and Ceremonies

Assemblies must be approved by the Superintendent or Building Principal as the superintendent designee and be consistent with the District's educational objectives.

While the District respects an individual's brief, quiet, personal religious observance(s), it shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000)  
Kennedy v. Bremerton Sch. Dist. 142 S.Ct. 2407 (2022).  
Jones v. Clear Creek Independent School District, 930 F.2d 416 (5th Cir. 1991), cert. granted, judgment vacated, 505 U.S. 1215 (1992), remand, 977 F.2d 963 (5th Cir. 1992), reh'g denied, 983 F.2d 234 (5th Cir. 1992) and cert. denied, 113 S.Ct. 2950 (1993).

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

Reviewed: February 27, 2006, March 9, 2015, November 6, 2017  
 Adopted: May 15, 2006  
 Revisions Adopted: March 23, 2015, December 18, 2017

## Instruction

### Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to School Board policy 7:15, Student and Family Privacy Rights

Parents/guardians, employees, and community members who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260  
~~Persons with complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and/or use the~~ Uniform Grievance Procedure.

Parents/guardians, employees, and community members with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form. ~~curriculum objection form.~~ The Superintendent or designee will review the objection and inform the parent/guardian, employee, or community member, as applicable, of the District's decision.

LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights Amendment

CROSS REF: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy  
8:110 (Public \_\_\_ Suggestions and Complaints)

Reviewed: February 27, 2006, March 9, 2015, November 6, 2017  
 Adopted: May 15, 2006  
 Revisions Adopted: September 15, 2008, March 23, 2015, December 18, 2017

**REWRITTEN & RENAMED**

**Students**

**Administrative Procedure – Responding to Complaints About Curriculum, Instructional Materials, and Programs**

Actor	Action
Parents/Guardians, Employees, and/or Community Members	Submits any feedback or complaints about the District’s curriculum, instructional materials, or programs to the Building Principal, using 6:260-AP, E, <i>Curriculum Objection Form</i> .
Building Principal	<p>Directs any parent/guardian, employee, or community member wishing to submit formal feedback or a complaint regarding curriculum, instructional materials, or programs to complete 6:260-AP, E, <i>Curriculum Objection Form</i>.</p> <p>If the complaint alleges a violation of law or board policy, refers the complaint to the District Complaint Manager for processing under policy 2:260, <i>Uniform Grievance Procedure</i>.</p> <p>Transmits the <i>Curriculum Objection Form</i> to the Superintendent or designee for further action.</p>
Superintendent or designee (such as the Assistant Superintendent of Curriculum and Instruction)	<p>Determines on a case-by-case basis what action, if any, will be taken in response to a complaint about curriculum, considering whether, as applicable:</p> <ol style="list-style-type: none"> <li>1. The curriculum, instructional material, or program is aligned with the criteria set forth in Board policy 6:40, <i>Curriculum Development</i>, specifically, regarding: <ol style="list-style-type: none"> <li>a. The district’s educational philosophy and goals;</li> <li>b. Student needs as identified by research, demographics, and student achievement and other data;</li> <li>c. The knowledge, skills, and abilities required for students to become life-long learners;</li> <li>d. Minimum requirements of State and federal law and regulations for curriculum and graduation requirements;</li> <li>e. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available;</li> <li>f. Illinois State Learning Standards and any District learning standards; and</li> <li>g. Any required State or federal student testing.</li> </ol> </li> <li>2. The law and/or the District already provides a means for parents/guardians to opt their child out;</li> <li>3. The curriculum, instructional material, or program is optional or supplemental in nature;</li> <li>4. Reasonable and appropriate alternatives exist; and</li> <li>5. Individual circumstances that support a need for an accommodation exist.</li> </ol>

<b>Actor</b>	<b>Action</b>
	Consults with the Board Attorney as needed regarding responses to curriculum-related complaints. Prepares and sends a written response to the person who submitted the <i>Curriculum Objection Form</i> , informing the person of the District's decision. Notes on the <i>Curriculum Objection Form</i> the date on which the response was provided and attaches the response to the form.

Reviewed: February 27, 2006  
Adopted: May 15, 2006  
Revisions Adopted: September 15, 2008

Renamed/Renumbered

**Instruction**

**Exhibit - Curriculum Objection Form**

Use this form to submit feedback and/or objections about the District’s curriculum, instructional material, or programs. Please complete this form and return it to the Building Principal, who will submit it to the District Complaint Manager. Please print.

Subject area \_\_\_\_\_

Classroom teacher \_\_\_\_\_

Please state, as precisely as possible, the specific curriculum area, instructional material, or program to which you object (*include name, title, author, and any other identifying information*).

\_\_\_\_\_  
\_\_\_\_\_

How did you become aware of the curriculum area, instructional material, or program?

- By information provided by the teacher ~~by classroom observation~~
- By review
- By word of mouth
- Other \_\_\_\_\_

Please explain why you object to ~~to what in~~ the curriculum area, instructional material, or program, ~~do you object~~ and state your desired outcome, if any? Please be ~~be~~ specific.

\_\_\_\_\_  
\_\_\_\_\_

(If applicable) Do you want your child to be excluded from participation? Please note parents/guardians may request exclusion and provide ideas for alternative education, but the District makes the final decision regarding such requests.

- Yes
- No

(If applicable) In place of participation in the curriculum area, what course of study would you suggest for your child?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Complainant name (*please print*) \_\_\_\_\_

Telephone \_\_\_\_\_

- Complainant represents:
- Student
  - Parent/guardian of student
  - Other \_\_\_\_\_

---

Complainant address

---

Signature of complainant

---

Date

---

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Completed by the Superintendent or designee.

Written response provided to Complainant on: \_\_\_\_\_ (attach response to this form)

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Superintendent or Designee Signature

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Date

Reviewed: November 6, 2017, July 15, 2021  
Adopted: December 18, 2017  
Revisions Adopted: December 18, 2017, October 2021

## Students

### Prevention of and Response to Bullying, Intimidation, and Harassment

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

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is **prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school- related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

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

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

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

This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

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

*Cyber-bullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author

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

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

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

**Bullying Prevention and Response Plan**

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

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

**Nondiscrimination Manager:**

Asst. Superintendent for Teaching, Learning & Accountability  
793 N Main St, Glen Ellyn, IL 60137  
630-790-6400

**Complaint Managers:**

Asst. Superintendent of Human Resources	Asst. Superintendent of Finance, Facilities and Operations
793 N Main St, Glen Ellyn, IL 60137	793 N Main St, Glen Ellyn, IL 60137
630-790-6400	630-790-6400

1.4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school

psychological services, other interventions, and restorative measures.

- ~~2-5.~~ The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
- a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

- ~~3-6.~~ The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services
- ~~4-7.~~ A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
- ~~5-8.~~ A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, provided false information will be treated as either: (a) bullying, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
- ~~6-9.~~ The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including no more than two students, with at least one at the 8<sup>th</sup> grade level, identified by school administration and parents/guardians
- ~~7-10.~~ The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel, including new employees when hired and must also be provided periodically throughout the school year to students and faculty.
- ~~8-11.~~ Pursuant to State law and policy 2:240, Board Policy Development, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
- a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.
- ~~9-~~ The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary, ~~or a signed statement from the board;~~ or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

~~10.~~ The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

~~11.~~ 12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 2:265, Title IX Sexual Harassment Grievance Procedure. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
- c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- d. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- e. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- g. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- h. 7:310, *Restrictions on Publications*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
- i. 9:00, *Acceptable Use of the District's Electronic Resources*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.  
405 ILCS 49/, Children's Mental Health Act.  
775 ILCS 5/1-103, Ill. Human Rights Act  
23 Ill. Admin. Code §§1.240, ~~and~~ §1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), ~~Food Allergy Management Program~~, 7:310 (Restrictions on Publications;

Elementary Schools), 9:00 (Acceptable Use of the District's Electronic Resources)

Reviewed: January 28, 2008; January 18, 2011, April 13, 2015, May 7, 2018, February 22, 2022  
Adopted: February 11, 2008  
Revisions Adopted: January 18, 2011; December 8, 2014, April 27, 2015, May 21, 2018, March 21, 2022

## Students

### Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

### When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

### Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law)).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
  - c. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited, unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law).
  - d. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination,

excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- e. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one:
  - (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or
  - (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- g. Drug paraphernalia, including devices that are or can be used to:
  - (a) ingest, inhale, or inject cannabis or controlled substances into the body; and
  - (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. All electronic devices may only be used as outlined in Board policy 9:10, *Student Use of Personal Technology*.
- 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- 7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- 9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
- 10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference.
- 11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
- 12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
- 13. Entering District property or facility without proper authorization.

14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, or backpack; (c) in a school’s student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student’s parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

### Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).

2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or consideration of restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or alternative study **provided** the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

### Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

### Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school could be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/241).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alike" of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

### Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

### Required Notices

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

### Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed]

educational employees and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent or District level designee, Building Principal, or Assistant Building Principal is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

#### Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.: 20 U.S.C. §6081, Pro-Children Act of 1994.  
20 U.S.C. §7961 et seq., Gun Free Schools Act.  
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10,  
5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/24-24, 5/26-12, 5/27-23.7, and 5/31-3.  
105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education  
Act.  
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.  
410 ILCS 647/, Powdered Caffeine Control and Education Act.  
430 ILCS 66/, Firearm Concealed Carry Act.  
23 Ill.Admin.Code §§ 1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student  
Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping  
Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130  
(Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and  
Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of  
and Response to Bullying, Intimidation, and Harassment ), 7:185 (Teen Dating Violence  
Prohibited), 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)  
7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct),  
7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in  
Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310  
(Restrictions on Publications), 8:30 (Visitors to and Conduct on School Property), (9:10)  
Student Use of Personal Technology.

Reviewed: December 19, 2005, January 18, 201, June 13, 2016, January 13, 2020, January 25, 2021,  
January 2022

Adopted: February 27, 2006

Revisions Adopted January 18, 2011, June 27, 2016, January 27, 2020, February 22, 2021

## Students

### Administrative Procedure - Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students

State law requires a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students (105 ILCS 5/10-20.14). The Juvenile Court Act of 1987 and the School Code set requirements for the management and sharing of law enforcement records and other information about students if they have contact with local law enforcement. Implementation of reciprocal reporting procedures relies heavily on the District's parent-teacher advisory committee and Building Principals, in cooperation with local law enforcement agencies (105 ILCS 5/10-20.14). The parent-teacher advisory committee is a School Board committee and, thus, is subject to the Open Meetings Act (5 ILCS 120/1.02). Local implementation of reciprocal reporting procedures may be modified based upon the District's and local law enforcement's specific implementation needs.

#### Guidelines for Reports from the District to Local Law Enforcement

When sharing information, school officials should be aware of State and federal laws regarding *school student records* (Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99; Illinois School Student Records Act, 105 ILCS 10/). Information kept by law enforcement professionals working in a school is not considered a *school student record* (105 ILCS 10/2). Also, law enforcement records maintained by law enforcement agencies are not considered a *school student record* (105 ILCS 5/22-20.). For more detailed information about *school student records* and its definition, see 7:340-AP1, *School Student Records*.

1. The Building Principal and/or the Police Department School Liaison Officer will arrange meetings as needed between school officials and individuals representing law enforcement to share information. While not required by State law, meetings may enhance a cooperative relationship between the school and local law enforcement agencies. The following people should be invited to these meetings: building principal or designee, counselor, State's Attorney, juvenile probation officer, and police department school liaison officer.
2. The Building Principal and the Police Department School Liaison Officer will share information with the appropriate law enforcement agencies regarding the arrest of a student who is less than 17 years of age and is enrolled in the Building Principal's school when the arrest was for any offense listed in the Juvenile Court Act of 1987. 105 ILCS 5/10-20.14.
  - a. The reporter should identify the student by name and describe the circumstances of the alleged criminal activity. If the information is a *school student record*, local law enforcement officials must certify in writing that they will not disclose it to any other party except as provided by State law without the prior written consent of the student's parent/guardian. See administrative procedure 7:340-AP1, *School Student Records*, Section H. The *written certification requirement* is at 105 ILCS 10/6(6.5) and 20 U.S.C. §1232g(b)(1)(E)(ii)(II).
  - b. The report should be made as soon as possible after the Liaison Officer or Building Principal reasonably suspects that a student is involved in such activity.
  - c. The Building Principal's duty to report such activity arises only when the activity occurs on school property or off school grounds at a school-related function.

#### Guidelines for Reporting from Local Law Enforcement to the District

The information shared with the District from law enforcement agencies and the confidentiality of shared law enforcement records are managed under 105 ILCS 5/22-20 and 705 ILCS 405/1-7. These laws require the Building Principal to maintain all information and records that the District receives from local law enforcement separate from

a student's official *school student record*. Unless otherwise indicated, the information received from local law enforcement may only be used by school staff having a legitimate educational or safety interest in the information to support (1) the proper rehabilitation of the student, and/or (2) the protection and safety of students and employees in the school.

1. The State's Attorney shall provide to the Building Principal a copy of any delinquency dispositional order concerning any student regardless of age where the crime would be a felony if committed by an adult or following any adjudication of delinquency for a violation of Section 24-1, 24-3, 24-3.1, or 24-5 of the Criminal Code of 1961 or the Criminal Code of 2012 (deadly weapon offenses). Access to this information is limited to only the Building Principal, the Superintendent, and any student services staff member designated by either administrator. 705 ILCS 405/1-8(F). amended by P.A. 102-197.
2. Local law enforcement may disclose the identity of a victim of aggravated battery, battery, attempted first degree murder, or another non-sexual violent offense to appropriate school officials if the presiding judge of the juvenile court approves the disclosure to prevent foreseeable violence. 705 ILCS 405/5-905(2.5).
3. Local law enforcement may transmit juvenile law enforcement records relating to a minor who is arrested or taken into custody before his or her 17th birthday only if law enforcement believes that there is imminent threat of physical harm to students, school personnel, or others ~~who are present in the school or on school grounds.~~ 705 ILCS 405/1-7(A)(8), ~~amended by P.S. 102-752, eff 1-1-23,~~ and 405/5-905(h), For an example of relevancy and implementation of this type of law enforcement information in a school building, Board policy 4:190, Targeted School Violence Prevention Program.
4. Local law enforcement agencies and all courts must report to the Building Principal the fact that a student enrolled in the building has been detained for proceedings under the Juvenile Court Act of 1987 or for any crime or violation of a municipal or county ordinance. 105 ILCS 5/22-20, Local law enforcement may allow the Building Principal or appropriate school official(s) to inspect and copy law enforcement records concerning a minor enrolled in the school who has been arrested or taken into custody for violating the following Ill. laws: Article 24 of the Criminal Code of 1961 (dangerous weapons); Ill. Controlled Substances Act; Cannabis Control Act; forcible felonies defined at Section 2-8 of the Criminal Code of 1961; Methamphetamine Control and Community Protection Act; Section 1-2 of the Harassing and Obscene Communications Act; Hazing Act; or Article 12 of the Criminal Code of 1961 (bodily harm); or Article 25 of the Criminal Code of 1961 (mob action and related offenses). 705 ILCS 405/1-7(A)(8)(A) and 405/5-905(h)(A).
5. Local law enforcement shall provide a copy of all arrest records, and the State's Attorney shall provide a copy of all conviction records, to the Building Principal if the record involves a student who is arrested or taken into custody after his or her 17th birthday.
6. Local law enforcement may disclose only *oral information* about a minor who is the subject of a current police investigation that is directly related to school safety. 705 ILCS 405/5-905(h), For an example of relevancy and implementation of this type of law enforcement information in a school building, see see Board policy 4:190, Targeted School Violence Prevention Program
7. Local law enforcement and the State's Attorney may share or disclose information or records relating or pertaining to juveniles subject to the provisions of the Serious Habitual Offender Comprehensive Action Program when that information is used to assist in the early identification and treatment of habitual juvenile offenders. 705 ILCS 405/1-8(G).

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act.  
105 ILCS 5/10-20.14 and 5/22-20.  
5 ILCS 120/1.02. [Open Meetings Act](#)  
105 ILCS 10/, 10/2, 10/6(6.5), Ill. School Student Records Act.  
23 Ill. Admin. Code, Part 375. [Student Records](#)  
705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905. [Juvenile Court Act of 1987](#)

CROSS REF.: 2:150 (Committees), 4:190 (Targeted School Violence Prevention Program), 7:150 (Agency and Police Interviews), [7:340 \(Student Records\)](#)

ADMIN PROC.: 7:150-AP (Agency and Police Interviews), 7:340-AP1 (School Student Records)

Reviewed: December 13, 2021  
Adopted: June 27, 2016  
Revisions: January 22, 2022

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## Students

### Administrative Procedure - Use of Isolated Time Out, Time Out, and Physical Restraint

This administrative procedure applies to all students. Isolated time out, time out and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping. The District may not use isolated time out, time out or physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. Any use of isolated time out, time out, or physical restraint by any staff member shall comply with the Illinois State of Education rules, Section 1.285, Requirements for the Use of Isolated Time Out, Time Out and Physical Restraint.

For further guidance, see ISBE's Permanent Regulations for the Use of Time Out, Isolated Time Out, and Physical Restraint: Guidance and Frequently Asked Questions, available at: <https://www.isbe.net/Pages/restraint-time-out.aspx> . Note: The special education committee of the Ill. Council of School Attorneys collaborated with ISBE on this guidance in its continuing commitment to help school boards and their districts comply with ISBE requirements.

A written record of each episode of isolated time out, time out, or physical restraint must be created by the Superintendent or designee using the ISBE Physical Restraint and Time Out form, available at: <https://www.isbe.net/Pages/restraint-time-out.aspx> at: Additionally, ISBE's Physical Restraint, Time Out, and

Isolated Time Out Bill of Rights, at: [www.isbe.net/Documents/RTO-Bill-of-Rights.pdf](http://www.isbe.net/Documents/RTO-Bill-of-Rights.pdf), or a similar document can be provided to parents/guardians within one business day after each incident of isolated time out, time out, or physical restraint to meet notification requirements in 105 ILCS 5/10-22.33(g) and 23 Ill.Admin.Code §1.285 (g)(3).

Isolated time out, time out, and physical restraint are defined as follows:[1]

“Isolated time out” ~~means~~—the involuntary confinement of a student alone in a time-out room or other enclosure, outside the classroom without a supervising adult in the time out room or enclosure, Isolated time out does not include a student-initiated or student-requested break, a student-initiated or teacher initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

Time Out - a behavior management technique for the purposes of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with an adult trained under 23 Ill.Admin. Code ~~§1.285(i)~~~~1.285(i)~~ for part of the school day, only for a brief time, in a non-locked setting. Time out does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

“Physical restraint” ~~means~~—holding a student or otherwise restricting a student's movements. using a specific, planned technique. A physical restraint shall not impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's ability to speak.

*Prone physical restraint* is a physical restraint in which a student is held face down on the floor or other surface and physical pressure is applied to the student's body to keep the student in the prone position. Prone physical restraint is prohibited except in special education nonpublic facilities under 105 ILCS

5/14-7.02 when all of the criteria in 23 Ill.Admin.Code §1.285(d)(~~5~~4) are met. Prone physical restraint is entirely prohibited after the 2021-2022 school year. 23 Ill.Admin.Code §1.285(d)(~~5~~4)(F).

*Supine physical* restraint is a physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student's body to keep the student in the supine position. Supine physical restraint is prohibited unless all of the criteria in 23 Ill.Admin.Code §1.285(d)(~~6~~5) are met.

Restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to: (1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or (2) remove a disruptive student who is unwilling to leave the area voluntarily.

The following ~~shall~~ also apply:

1. The circumstances under which isolated time out, time out, or physical restraint will be applied are limited to maintaining a safe and orderly learning environment. to the extent necessary to preserve the safety of the student and others.23 Ill.Admin.Code §1.285(jc)(1)
2. The ISBE rules are adopted as the District's written procedure to be followed by staff for the use of isolated time out, time out, or physical restraint. 23 Ill.Admin.Code § 1.285(ic)(2).
- ~~2.3. Staff members shall inform the Building Principal whenever isolated time out, time out, or physical restraint is used, and the Building Principal shall maintain the documentation required according to Section 1.285(j)(3). 23 Ill.Admin.Code §1.285(j)(3).~~
- ~~3. The Building Principal is the school official who will be informed of incidents and maintain the documentation required pursuant to Section 1.285 when isolated time out, time out, or physical restraint is used. 23 Ill.Admin.Code § 1.285(i)(3).~~
4. The Building Principal shall investigate and evaluate any incident that results in an injury to the affected student parent/guardian staff member, or other individual.23 Ill.Admin.Code § 1.285(i)(4).
5. The Superintendent or designee shall compile an annual review of the use of isolated time out, time out or physical restraint. The Building Principal shall report the following information to the Superintendent in order to facilitate the report's compilation: 23 Ill.Admin.Code § 1.285(i)(6).
  - a. The number of incidents involving the use of these interventions;
  - b. The location and duration of each incident;
  - c. Identification of the staff members who were involved;
  - d. Any injuries or property damage that occurred; and
  - e. The timeliness of parental or guardian notification, and timelines for ~~of~~ agency notification, and administrative review.

LEGAL REF.: 105 ILCS 5/10-20.3+3.  
23 Ill. Admin. Code §§ 1.280 and 1.285.

Reviewed: December 19, 2005, January 25, 2021, February 22, 2022  
Adopted: February 27, 2006  
Revisions: June 29, 2016, February 22, 2021, March 21, 2022

## Renamed

### Students

#### Anaphylaxis Prevention, Response, and Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. Students at risk for anaphylaxis benefit from a School Board policy that coordinates a planned response in the event of an anaphylactic emergency. Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, and students, health care providers, emergency medical services, and the community members acting as trained personnel, as provided in 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540. helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Food Allergy Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) LEGAL REF.:105 ILCS 5/2-3.149 and 5/10-22.39. addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540.
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as trained personnel, as provided in 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540.
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs and the National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
6. Complies with State and federal law and is in alignment with Board policies.

#### Monitoring

Pursuant to State law and policy 2:240, Board Policy Development, the Board ~~monitors~~ **reviews and makes an necessary updates to** this policy at least once every three years ~~ss by conducting a review and reevaluation of this~~

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~~policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its **review and any necessary updates.** reevaluation and assessment of this policy's outcomes and effectiveness. Any updates will reflect any necessary and appropriate revisions.~~

LEGAL REF.: 105 ILCS 5/2-3.190~~82~~, 5/10-22.39(e), and 5/22-30.  
23 Ill.Admin.Code §1.540.  
Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

Reviewed: January 18, 2011, June 20, 2022  
Adopted: January 18, 2011  
Revisions Adopted: July 6, 2022

## Students

### Administrative Procedure - Anaphylaxis Prevention, Response, and Management Program

The following procedure implements policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, which is based upon the Ill. State Board of Education's (ISBE) *Anaphylaxis Response Policy for Schools (ISBE Model)*, available at: [www.isbe.net/Documents/Anaphylactic-policy.pdf](http://www.isbe.net/Documents/Anaphylactic-policy.pdf) (105 ILCS ~~5/2-3.190, added by P.A. 102-413 and renumbered by P.A. 102-81382, 5/2-3.182~~). The District's Anaphylaxis Prevention, Response, and Management Program is developed and collectively implemented by local school officials, District staff, students and their families, and the community. This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Anaphylaxis Prevention, Response, and Management Program
3. Individual Allergy Management (Three Phases)
  - Phase One: Identification of Students with Allergies
  - Phase Two: Plan to Reduce Risk of Allergic Reactions
  - Phase Three: Response to Allergic Reactions

#### Glossary of Terms

**The Terms Related to This Model Anaphylaxis Response Policy of the ISBE Model (p. 4) is incorporated here by reference.** In this procedure, the term **epinephrine injector** is used in lieu of **epinephrine auto-injector** (*ISBE Model*, p. 4) because that is the term used in the School Code, but they have the same meaning.

**Anaphylaxis** - A severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. An anaphylactic reaction can occur up to one to two hours after exposure to the allergen. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat.

**Anaphylaxis Prevention, Response, and Management Program (Program)** - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Anaphylaxis Prevention, Response and Management Program*, which is based upon the *ISBE Model*.

**Anaphylaxis Prevention, Response, and Management Committee (Committee)** - A District-level team that the Superintendent creates to develop an Anaphylaxis Prevention, Response, and Management Program. It monitors the District's Anaphylaxis Prevention, Response, and Management Program for effectiveness and establishes a schedule for the Superintendent to report information back to the Board once every three years.

**CDC Guidelines** - The *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs*, published by the Centers for Disease Control and Prevention (2013) and available at: [www.cdc.gov/healthyschools/foodallergies/pdf/20\\_316712-A\\_FA\\_guide\\_508tag.pdf](http://www.cdc.gov/healthyschools/foodallergies/pdf/20_316712-A_FA_guide_508tag.pdf). The CDC Guidelines are referred to in the *ISBE Model* as "a full food allergy and prevention of allergen exposure plan." The CDC Guidelines are focused on the management of food allergies, but they also mention other allergens that may result in anaphylaxis (p. 21).

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

**Individualized Educational Program/Plan (IEP)** - A plan or program developed to ensure that a child who has a disability identified under the law and is attending a public elementary or secondary school receives specialized instruction and related services.

**Individual Health Care Plan (IHCP)** - A document that outlines an allergic student's needs, and at minimum, includes the precautions necessary for allergen avoidance and emergency procedures and treatments. Its function is similar to a 504 Plan (see below). **Important:** Consult the Board Attorney about whether the Program should implement a 504 Plan or IHCP. This Program's procedures implement 504 Plans only. Insert IHCP in place of or in addition to 504 Plan in this document if the District will also implement IHCPs.

**504 Plan** - A document that outlines an allergic student’s needs, necessary accommodations, and individual staff member responsibilities. Its function is identical to an IHCP while also including procedural protections (see above). This Program’s procedures implement 504 Plans only. **Important:** Consult the Board Attorney about whether implementing only 504 Plans is the best method. Many attorneys agree that a 504 Plan is the best (although not universal) practice for a student with a diagnosis of an allergy.

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

Anaphylaxis Prevention, Response and Management Program

This section relies heavily upon District-level administrators to implement the Program even if the District has no students with food or other allergies. 105 ILCS [5/2-3.190, added by P.A. 102-413 and renumbered by P.A. 102-813](#)~~5/2-3.182~~. This is because identification of students at risk of anaphylaxis cannot be predicted, and it is possible that a student who has not been identified could have his or her first reaction at school. CDC Guidelines, p. 9. This section references the *ISBE Model* and aligns with governance principles so that District-level administrators can: (a) integrate the Program into the District’s existing policies and procedures, (b) engage in ongoing monitoring of the Program, (c) assess the Program’s effectiveness, and (d) inform the Board about the Program along with recommendations to enhance its effectiveness.

Actor	Action
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<p>Superintendent or designee</p>	<p>Establish a District-wide Anaphylaxis Prevention, Response, and Management Committee (Committee) to operate as a Superintendent committee. Consider including:</p> <ul style="list-style-type: none"> <li>District-level administrators</li> <li>Building Principals (Building Principals are mandatory for successful implementation of the Program)</li> <li>District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>)</li> <li>District 504 Coordinator (see 6:120, <i>Education of Children with Disabilities</i> and 6:120, AP1, E1 <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>)</li> <li>Staff members, e.g., school nurse/health aide, teachers, paraprofessionals, food service staff, bus drivers, athletic coaches</li> <li>Parents/Guardians</li> <li>Community members, e.g., individuals with expertise in allergens and anaphylaxis</li> <li>Students</li> </ul> <p>Chair and convene Committee meetings for the purpose of implementing the Program. <b>Note:</b> The Committee is not required by State law. However, establishing it provides a best practice for aligning with governance principles and examining implementation issues specific to each individual school district. While smaller school districts, i.e., one-building districts, may be able to implement a Program through one meeting, larger school districts will likely require the uniform coordination that this Committee provides. Some school districts may choose to use the <i>ISBE Model</i> document, available at: <a href="http://www.isbe.net/Documents/Anaphylactic-policy.pdf">www.isbe.net/Documents/Anaphylactic-policy.pdf</a> <del><a href="http://www.isbe.net/Documents/Anaphylactic-policy.pdf#search=anaphylaxis">www.isbe.net/Documents/Anaphylactic-policy.pdf#search=anaphylaxis</a></del>, or create a document that is consistent with the requirements of the <i>ISBE Model</i>, but also reflects the specific needs of the school district.</p> <p>Inform the School Board of the Committee’s progress and needs by adding information items to the Board’s agendas at least once every three years.</p>
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<p>Anaphylaxis Prevention, Response, and Management Committee</p>	<p>Identify existing policies, procedures, and exhibits that affect implementation of the Program, including, but not limited to:</p> <ul style="list-style-type: none"> <li>1:20, <i>District Organization, Operations, and Cooperative Agreements</i></li> <li>2:20, <i>Powers and Duties of the School Board; Indemnification</i></li> <li>2:240, <i>Board Policy Development</i></li> <li>4:110, <i>Transportation</i></li> <li>4:120, <i>Food Services</i></li> <li>5:100, <i>Staff Development Program</i></li> <li>5:100-AP, <i>Staff Development Program</i></li> <li>6:65, <i>Student Social and Emotional Development</i></li> <li>6:120, <i>Education of Children with Disabilities</i></li> <li>6:120-AP1, <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i></li> <li>6:240, <i>Field Trips</i></li> <li>7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></li> <li>7:250, <i>Student Support Services</i></li> <li>7:270, <i>Administering Medicines to Students</i></li> </ul>
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7:270-AP1, *Dispensing Medication*  
7:270-AP2, *Checklist for District Supply of Undesignated Epinephrine Injectors, and/ or Opioid Antagonists.*  
7:270-E1, *School Medication Authorization Form*  
~~7:285 AP, *E1 Allergy and Anaphylaxis Emergency Plans* with the *Allergy and Anaphylaxis Emergency Plan (AAEP)*~~  
8:100, *Relations with Other Organizations and Agencies.*

At least once every three years, recommend to the Superintendent any necessary policy changes that must be brought to the School Board for consideration. See policy 2:240, *Board Policy Development.*

Recommend to the Superintendent any amendments to administrative procedures.

**Note:** The Committee may want to utilize 7:285-AP, E, Allergy and Anaphylaxis Emergency Plan (AAEP), for allergy management purposes. The sample exhibit is an adaptation of the *American Academy of Pediatrics'* sample emergency action plan form, *Allergy and Anaphylaxis Emergency Plan (AAEP)* available at: [https://downloads.aap.org/AAP/PDF/AAP\\_Allergy\\_and\\_Anaphylaxis\\_Emergency\\_Plan.pdf](https://downloads.aap.org/AAP/PDF/AAP_Allergy_and_Anaphylaxis_Emergency_Plan.pdf); it includes in conjunction with 7:270-E1, *School Medication Authorization Form*, for allergy management purposes. ~~The American Academy of Pediatrics AAEP does not include the parent/guardian acknowledgment of district immunity and or the hold harmless/indemnification agreement required by 105 ILCS 5/22-30 and 5/22.21b. that is included in 7:270-E1, *School Medication Authorization Form.*~~ See 7:270, *Administering Medicines to Students*, at f/n 7, for more information.

~~Consult the Board Attorney if the District wants to use only one form for allergy management purposes to ensure all mandated language included.~~

The Committee should also assess the feasibility of adding staff training during a Periodic Emergency Response Drill (CDC Guidelines, p. 50) to the District's School Safety Drill Plan (see 4:170-AP1, *Comprehensive Safety and Security Plan*, paragraph F., **School Safety Drill Plan**). Adding this suggested drill is not required and exceeds the mandate contained in 105 ILCS 128/. If added, revise paragraph E., **Annual Safety Review** of 4:170-AP1, *Comprehensive Safety and Security Plan* to include the applicable bolded items (a)-(f) listed in the CDC Guidelines on preparation for food allergy emergencies (p. 31-34).

Convene a District-wide meeting with all Building Principals, other appropriate administrative and special education staff, and the Board Attorney to discuss this Program and the *ISBE Model*, and to prepare each individual Building Principal to implement it in his or her building. **Note:** The Board Attorney will be a necessary participant in the District's efforts to manage anaphylaxis management issues. The Superintendent may want to authorize individual Building Principals to consult with the Board Attorney in some circumstances. If so, the Superintendent should outline this process during this meeting.

Educate and train all staff by coordinating, through the Superintendent or Building Principals, the required annual in-service training program(s) for staff working with students. The in-service must be conducted by a person with expertise in anaphylactic reaction management and include administration of medication with an injector (105 ILCS 5/10-22.39(e)). This training will also be incorporated into new school employee training. **Note:** State law requires the in-service training to be conducted every two years, but the *ISBE Model* states that schoolwide training be conducted annually, when new employees are onboarded, and when an individual is

	<p>identified as being at risk. <i>Person with expertise</i> is not defined, but the use of the word <i>expertise</i> suggests that using a lay person to provide training is not appropriate. Consider the list of training resources in the CDC Guidelines (p. 100-101). This training should include (CDC Guidelines, p. 36):</p> <ul style="list-style-type: none"> <li>● A review of policies and building procedures</li> <li>● An overview of food allergies</li> <li>● Definitions of key terms, including <i>food allergy</i>, <i>major allergens</i>, <i>epinephrine</i>, and <i>anaphylaxis</i></li> <li>● The difference between a potentially life-threatening food allergy and other food-related problems</li> <li>● Signs and symptoms of a food allergy reaction and anaphylaxis (see <i>ISBE Model</i>, p. 5) and information on common emergency medications</li> <li>● General strategies for reducing and preventing exposure to allergens (in food and non-food items)</li> <li>● Policies on bullying and harassment and how they apply to children with food allergies</li> <li>● The District’s emergency plans, including who will be contacted in the case of an emergency, how staff will communicate during a medical emergency, and what essential information they will communicate</li> </ul> <p>Consider implementing the above issues by informing staff of the goals established in each of the following Board policies:</p> <p>6:65, <i>Student Social and Emotional Development</i>. This policy requires the District’s educational program to incorporate student social and emotional development into its educational program and be consistent with the social and emotional development standards in the Ill. Learning Standards.</p> <p>7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>. This policy prohibits students from engaging in bullying, intimidation, and harassment, which diminish a student’s ability to learn and a school’s ability to educate. It states that preventing students from engaging in these disruptive behaviors is an important District goal. <b>Note:</b> Including bullying and sensitivity awareness in the required in-service exceeds State law requirements. Because State law requires districts to have policies addressing bullying (105 ILCS 5/27-23.7) and social and emotional development (405 ILCS 49/) and the CDC Guidelines highlight that increasing awareness of these issues is a best practice consideration, the required in-service is a logical place to include this education. Be sure locally adopted board policies contain the referenced policy language.</p> <p>Provide developmentally appropriate allergy education for students as part of a curriculum topic, e.g., health, physical education, general science, consumer science, character education, so that students can: (1) identify signs and symptoms of anaphylaxis, (2) know and understand why it is wrong to tease or bully others, including people with allergies, (3) know and understand the importance of finding a staff member who can help respond to suspected anaphylaxis, and (4) understand rules on hand washing, food sharing, allergen-safe zones, and personal conduct.</p> <p>Provide community outreach through Building Principals by providing information to students and their parents/guardians about the Program. A successful Program needs support and participation from parents of children with and without allergies. Parents and families need to learn about the District’s food allergy policy and practices through communications from administrators, school health staff, classroom teachers, and food service staff. See CDC Guidelines, p. 38 and p. 100-</p>
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	<p>102 (National Nongovernmental Resources, including resources for Parent Education).</p> <p>Monitor the Program by assessing its effectiveness at least once every three years.</p> <p>Incorporate updated medical best practices into all areas of the Program.</p> <p>Establish a schedule for the Superintendent to report any recommendations to enhance the Program’s effectiveness to the Board for consideration.</p>
<p>Building Principal</p>	<p>Inform the school community of the Program by providing the information to students and their parents/guardians. For an <u><a href="#">outline of a sample letter</a></u>, see <u><a href="http://www.stlouischildrens.org/sites/default/files/pdfs/FAMEToolkit2017-section3-admin.pdf">www.stlouischildrens.org/sites/default/files/pdfs/FAMEToolkit2017-section3-admin.pdf</a></u>, p. 14. Inform the school community of the opportunities to better understand food allergy management issues.</p> <p>Implement the Program in the building by meeting with the Nurse or, if a nurse is not available, other designated school personnel (DSP) and special education staff in the building to examine the <i>ISBE Model</i>. Identify and follow:</p> <p style="padding-left: 40px;">All best practices that apply to the conditions in the school building, including classrooms and the cafeteria, as well as on school transportation, at school-sponsored events (including activities before and after school, and field trips), and during physical education/recess to reduce exposure to allergens. See <i>ISBE Model</i>, p.3, and CDC Guidelines, p. 43-45.</p> <p style="padding-left: 40px;">All items from the actions for School Administrators and Registered School Nurses that apply to the working conditions in the school settings listed immediately above. CDC Guidance, p. 59-64.</p> <p>Educate staff members about the Program and their likely involvement with the daily management of food (or non-food) allergies for individual students (Individual Allergy Management). CDC Guidelines, p. 27-31. Inform staff members about healthy and active non-food rewards, see: <u><a href="http://www.actionforhealthykids.org/activity/healthy-active-non-food-rewards/">www.actionforhealthykids.org/activity/healthy-active-non-food-rewards/</a></u></p> <p style="padding-left: 40px;">Identify at least two employees in the building, in addition to the Nurse/DSP, to be trained in the administration of epinephrine by auto-injection. Only <i>trained personnel</i> may administer epinephrine to a student believed to be having an anaphylactic reaction. (<i>ISBE Model</i>, p. 6). For training requirements, see 7:270-AP2, <i>Checklist for District Supply of Undesignated Epinephrine Injectors, and/ or Opioid Antagonists</i>.</p> <p><b>Note:</b> Although 105 ILCS 5/22-30 permits any “personnel authorized” under a student’s specific individual plan to administer an undesignated epinephrine injector, the <i>ISBE Model</i> makes no such distinction and requires all personnel administering epinephrine (whether prescribed to a student or undesignated) to a student to complete the training required of <i>trained personnel</i>.</p> <p>Annually notify parents/guardians in the student handbook(s) of policy 7:285, <i>Anaphylaxis Prevention, Response, and Management Program</i>, and include the contact information of a staff member who parents/guardians can contact if they have questions about how the policy applies to their child. To increase awareness of the bullying issues faced by students with allergies, consider including information for students and their parents/guardians about the goals established in Board policy 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>.</p>

School Board	<p>Monitor policy 7:285, <i>Anaphylaxis Prevention, Response, and Management Program</i>, at least once every three years, and consider changes recommended by the Committee. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Consider all policy changes recommended by the Superintendent.</p> <p>Provide the appropriate resources for the Superintendent to successfully implement the Program.</p>
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### Individual Allergy Management

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

### **Phase One: Identification of Students with Allergies**

<b>Actor</b>	<b>Action</b>
Parent/Guardian	<p>Inform the Building Principal of the student’s food allergy.</p> <p>Complete an Allergy History Form, (for a sample, see the <i>Family Allergy History Form</i>, available at: <a href="http://www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis">www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis</a> and <del>AAEP: School Medication Authorization Form (see 7:270 E1, School Medication Authorization Form)</del>. Return them to the Building Principal or Nurse/DSP. <del>Note: The AAEP may be used in conjunction with 7:270 E1, School Medication Authorization Form.</del></p> <p>If the District participates in the U.S. Dept. of Agriculture’s Child Nutrition Programs and the student has a disability that requires meal modifications, complete a medical statement signed by a licensed healthcare provider. CDC Guidelines, p. 28. See <a href="https://www.isbe.net/Documents/2017-ACCOM-MANUAL-SP40.pdf">https://www.isbe.net/Documents/2017-ACCOM-MANUAL-SP40.pdf</a> for information and the <i>Medical Authority Modified Meal Request Form</i> at: <a href="http://www.isbe.net/layouts/Download.aspx?SourceUrl=/Documents/Medical-Authority-Modified-Meal-Request-Form.docx">www.isbe.net/ layouts/Download.aspx?SourceUrl=/Documents/Medical-Authority-Modified-Meal-Request-Form.docx</a>.</p> <p>Cooperate with school staff to provide the medical information necessary directly from the student’s health care provider to develop plans for managing individual care and emergency actions. CDC Guidelines, p. 27.</p> <p>Participate in all meetings to assess and manage the individual student’s health needs.</p>
Building Principal and/or Nurse/DSP	Follow the District’s procedural safeguards for convening a meeting to assess the individual student’s allergy management needs.
IEP or 504 Team	<p>Modify this section if the District implements IHCPs. See <b>Glossary</b> above for more information.</p> <p>For a student who is not already identified as a student with a disability, determine whether a referral for an evaluation is warranted using the District’s</p>

Actor	Action
	<p>evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504 (see Board policy 6:120, <i>Education of Children with Disabilities</i>).</p> <p>For a student with an existing IEP or Section 504 plan, or who qualifies for one on the basis of his or her allergy, determine:</p> <ol style="list-style-type: none"> <li>1. Whether the student’s allergy requires <i>related services</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or</li> <li>2. Whether the student’s allergy requires appropriate <i>reasonable accommodations</i> for the student’s disability.</li> </ol> <p>If the answer to either of the above questions is negative, notify the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code § 226.510; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</p> <p><b>If the answer to either of the above questions is positive:</b></p> <ol style="list-style-type: none"> <li>1. Gather appropriate health information by using the completed <i>Allergy History Form</i> and AAEP.</li> <li>2. Identify all necessary accommodations and complete a 504 Plan (use the District’s established forms). For meal substitutions, the parent/guardian must submit a medical statement signed by a licensed healthcare provider.</li> <li>3. Determine which staff provides the identified accommodations. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs, and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other activities, field trips, and classroom celebrations. For staff members to consider, see CDC Guidelines, Sec. 3, <i>Putting Guidelines into Practice: Actions for School Administrators and Staff</i>, p. 59-80.</li> <li>4. Assign responsibilities to individual staff members for providing the identified accommodations. Inform staff members absent during the creation of the 504 Plan of their responsibilities.</li> <li>5. Identify willing 504 Team members trained in emergency response to respond to any allergic reactions the student may have. Only <i>trained personnel</i> may administer epinephrine to a student believed to be having an anaphylactic reaction. <i>ISBE Model</i>, p. 6. <b>Note:</b> Consult the Board Attorney if options are limited or the classroom teacher is not willing to administer epinephrine. While classroom teachers are a logical choice to provide emergency response due to their continual close proximity to students, such an assignment may: (1) impact terms and conditions of employment and may trigger collective bargaining rights, and/or (2) violate 105 ILCS 5/10-22.21b, which states that under no circumstances shall teachers or other non-administrative school employees, except certified school nurses and non-certificated registered professional nurses, be required to administer medication to students.</li> </ol>

Actor	Action
	<p>6. Provide the required procedural safeguard notices. See 23 Ill.Admin.Code §226.510; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</p>

**Phase Two: Plan to Reduce Risk of Allergic Reactions**

Actor	Action
<p>Building Principal and/or Nurse/DSP</p>	<p>Convene a meeting to educate all the staff members who will provide the identified 504 Plan accommodations about their responsibilities.</p> <p>Ensure individual staff members are properly trained and perform their responsibilities and provide the necessary accommodations for the student’s individual health needs.</p> <p>Facilitate the dissemination of accurate information in the building about the student’s allergy while respecting privacy rights.</p> <p><b>Note:</b> Request permission from the Superintendent to consult the Board Attorney about best practices for disclosures to volunteers (e.g., field trip chaperones or room parents) of confidential medical information without parental consent. Generally Building Principals have discretion, but these situations are fact- specific. Ideally the District should attempt to get parental permission to disclose the information about the allergy, but practically this cannot always occur. Many agree that safety trumps confidentiality in these situations, especially when volunteers have a legitimate educational interest if knowledge of the information is related to their ability to perform their duties (See, <i>Letter to Anonymous</i>, 107 LRP 28330 (FPCO 2007)).</p> <p>Provide a medical alert to parents/guardians that does not name the student. See CDC Guidelines, p. 71, #5. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen. For a sample letter, see <i>Notification of a Food Allergy in the Classroom – Parent Letter</i>, available at: <a href="http://www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis">www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis</a>.</p> <p><b>Note:</b> Request permission from the Superintendent to consult the Board Attorney about disclosures and providing joint communications from the Building Principal and the parent/guardian of the food allergic student. While joint communications allow the school to exchange the information needed to protect the food allergic student and balance competing educational interests without violating federal or State laws that govern student records, they can also present other risks (i.e., re-disclosure of the confidential information). See Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375. FERPA prohibits schools from disclosing personally identifiable information from students’ education records without the consent of a</p>

Actor	Action
	<p>parent or eligible student unless an exception applies. See policy 7:340, <i>Student Records</i>.</p> <p>Prepare a list of answers to anticipated questions about managing the student's health needs.</p> <p>Check with the Nurse/DSP regarding any known competing educational interests with the student's health needs among other students attending the school (i.e., diabetes, service animals, etc.). Manage identified students' competing educational interests by:</p> <ol style="list-style-type: none"> <li>1. Consulting the Board Attorney.</li> <li>2. Creating a method to monitor identified competing educational interests between students.</li> <li>3. Responding to future unidentified competing educational interests and managing them immediately.</li> <li>4. Modifying any other conditions as the facts of the situation require.</li> </ol>
IEP or 504 Team	<p>Implement and follow all identified responsibilities in the 504 Plan. Understand that accidental exposures are more likely to occur when an unplanned event occurs, which makes it critical to follow the exact accommodations in the student's 504 Plan.</p> <p>Practice emergency procedures outlined in the student's AAEP and be prepared to follow them. <i>ISBE Model</i>, p. 5.</p>
Parent/Guardian	<p>Implement and follow the applicable items at: <a href="http://www.foodallergy.org/resources/getting-started-school">www.foodallergy.org/resources/getting-started-school</a>, to assist the District in managing food allergies in the school setting.</p>
Student	<p>Implement and follow developmentally appropriate steps for allergy self-management, such as reading labels, asking questions about foods in the school meal and snack programs, avoiding unlabeled or unknown foods, using epinephrine injectors when needed, and recognizing and reporting an allergic reaction to an adult. CDC Guidelines, p. 31.</p>

### Phase Three: Response to Allergic Reactions

Actor	Action
IEP or 504 Team	Follow the student's 504 Plan and AAEP.
Nurse/DSP or any Staff Member trained in the District's emergency response procedures (if a Nurse is not immediately available)	<p>If the student does not have an AAEP and there is a suspected case of anaphylaxis, and the District does not maintain an undesignated supply of epinephrine (<i>ISBE Model</i>, p. 5-6):</p> <ol style="list-style-type: none"> <li>1. Instruct another staff member to call 911 immediately.</li> <li>2. Stay with the person until emergency medical services (EMS) arrive.</li> <li>3. Monitor the person's airway and breathing.</li> <li>4. If school nurse or other <i>trained personnel</i> are not at the scene, implement local emergency notification to activate the nurse or <i>trained personnel</i> to respond.</li> </ol>

Actor	Action
	<ol style="list-style-type: none"> <li>5. Direct a staff member to call parent/guardian (if applicable).</li> <li>6. Administer CPR, if needed.</li> <li>7. EMS transports individual to the emergency room. Document the individual's name, date, time of onset of symptoms, and possible allergen. <b>Even if symptoms subside, EMS must still respond, and the individual must be evaluated in the emergency department or by the individual's health care provider. A delayed or secondary reaction may occur, which can be more severe than the first-phase symptoms.</b></li> <li>8. Do not allow a student to remain at school or return to school on the day epinephrine is administered.</li> </ol>
<p>Anyone implements item #1 of the first numbered list</p> <p>Nurse/DSP or other <i>Trained Personnel</i> implements the remaining items</p>	<p>If the Nurse or <i>trained personnel</i> have a good faith belief that a person is having an anaphylactic reaction, and the District needs to use its undesignated (not student-specific) supply of epinephrine to respond (<i>ISBE Model</i>, p. 5-6):</p> <ol style="list-style-type: none"> <li>1. Call the Nurse or front office personnel and advise of the emergency situation so that <i>trained personnel</i> can be activated to respond with undesignated epinephrine dose(s).</li> <li>2. Instruct someone to call 911 immediately.</li> </ol> <p>Implement the District's undesignated epinephrine standing protocol. <i>7:270-AP2, Checklist for District Supply of Undesignated Epinephrine Injectors, and/ or Opioid Antagonists.</i></p> <ol style="list-style-type: none"> <li>3. Select the appropriate dose according to the standing protocol and administer epinephrine. Note the time. <b>Act quickly. It is safer to give epinephrine than to delay treatment. This is a life-and-death decision.</b></li> <li>4. Stay with the person until EMS arrives.</li> <li>5. Monitor the person's airway and breathing.</li> <li>6. Reassure and attempt to calm the person, as needed.</li> <li>7. Direct another staff member to call the parent/guardian, or emergency contact (if known).</li> <li>8. If symptoms continue and EMS is not on the scene, administer a second dose of epinephrine five to 15 minutes after the initial injection. Note the time.</li> <li>9. Administer CPR, if needed.</li> <li>10. EMS transports the individual to the emergency room. Document the individual's name, date, and time the epinephrine was administered on the epinephrine injector that was used and give to EMS to accompany individual to the emergency room. <b>Even if symptoms subside, EMS must still respond, and the individual must be evaluated in the emergency department or by the individual's health care provider. A delayed or secondary reaction may occur, which can be more severe than the first-phase symptoms.</b></li> </ol> <p><u>Post-Event Actions</u></p> <p>Document the incident and complete all reporting requirements. <i>7:270-AP2, Checklist for District Supply of Undesignated Epinephrine Injectors, and/ or Opioid Antagonists.</i></p>

Actor	Action
	<ol style="list-style-type: none"> <li>1. Replace epinephrine stock medication, according to the District’s standing protocol. Reorder epinephrine stock medication, as necessary.</li> </ol>
Nurse/DSP	<p>If a student has no AEAP and 504 Plan, provide the parent/guardian with the AAEP and <i>Allergy History</i> forms and refer them to the process outlined in the <b>Identification of Students with Allergies</b> phase above.</p> <p>After each allergy emergency, review how it was handled with the Building Principal, health aides/assistants (if applicable), parents/guardians, staff members involved in the response, and the student to identify ways to prevent future emergencies and improve emergency response. CDC Guidelines, p. 63.</p> <p>Assist students with allergies with transitioning back to school after an emergency. CDC Guidelines, p. 63.</p> <p><u>Storage, Access, and Maintenance of Undesignated Supply of Epinephrine (105 ILCS 5/22-30(f); ISBE Model, p. 6-7)</u></p> <ol style="list-style-type: none"> <li>1. Store, access, and maintain the stock of undesignated epinephrine injectors as provided in the District’s standing protocol.</li> <li>2. Maintain the supply of undesignated epinephrine in accordance with the manufacturer’s instructions. Epinephrine should be stored in a safe, unlocked, and accessible location in a dark place at room temperature (between 59-86 degrees F). Epinephrine should not be maintained in a locked cabinet or behind locked doors. Trained staff should be made aware of the storage location in each school. It should be protected from exposure to hot, cold, or freezing temperatures. Exposure to sunlight will hasten deterioration of epinephrine more rapidly than exposure to room temperatures. The expiration date of epinephrine solutions should be periodically checked; the drug should be replaced if it is approaching the expiration date. The contents should periodically be inspected through the clear window of the injector. The solution should be clear; if it is discolored or contains solid particles, replace the unit.</li> <li>3. Regularly (e.g., monthly) check stock epinephrine to ensure proper storage, expiration date, and medication stability. Maintain documentation when checks are conducted. Expired injectors or those with discolored solutions or solid particles should not be used.</li> <li>4. Dispose of epinephrine injectors in a sharps container.</li> </ol>

LEGAL REF: 105 ILCS 5/2-3.149.

Reviewed: January 18, 2011, January 11, 2016, Jun 20, 2022  
 Adopted: January 18, 2011  
 Revisions: January 25, 2016, July 6, 2022

Rewritten and Renumbered

## Students

### Exhibit – Allergy and Anaphylaxis Emergency Plan

*This form has been adapted with the permission of the American Academy of Pediatrics (AAP), see: <https://publications.aap.org/pediatrics/article/139/3/e20164005/53741/Guidance-on-Completing-a-Written-Allergy-and-Anaphylaxis-Emergency-Plan>. A district may include its information on this form, but the AAP copyright notice that appears at the bottom of each page must be retained. Any district or school logos added should appear smaller than the AAP logo that appears at the top of page 1. The italicized language on this form does not appear on the original American Academy of Pediatrics Allergy and Anaphylaxis Emergency Plan.*

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American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Child's Name: \_\_\_\_\_ Date of Plan: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age \_\_\_\_\_ Weight: \_\_\_\_\_ kg.

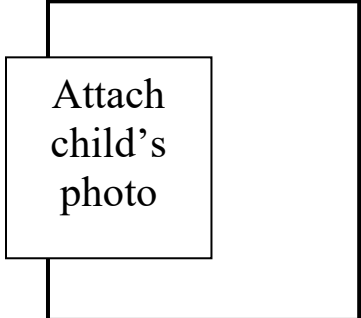
Child has allergy to: \_\_\_\_\_

Child has asthma.  Yes  No (If yes, higher chance severe reaction)

Child has had anaphylaxis.  Yes  No

Child may carry medicine.  Yes  No

Child may give him/herself medicine.  Yes  No (If child refuses / is unable to self-treat an adult must give medicine)



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**IMPORTANT REMINDER**

**Anaphylaxis is a potentially life threatening, severe allergic reaction. If in doubt, give epinephrine.**

<p><b>For Severe Allergy and Anaphylaxis</b> <b>What to look for</b> If child has ANY of these severe symptoms after eating the food or having a sting, <b>give epinephrine.</b></p> <ul style="list-style-type: none"> <li>● Shortness of breath, wheezing, or cough</li> <li>● Skin color is pale or has bluish color</li> <li>● Weak pulse</li> <li>● Fainting or dizziness</li> <li>● Tight or hoarse throat</li> <li>● Trouble breathing or swallowing</li> <li>● Swelling of lips or tongue that bother breathing</li> <li>● Vomiting or diarrhea (if severe or combined with other symptoms)</li> <li>● Many hives or redness over body</li> <li>● Feeling of “doom,” confusion altered consciousness, or agitation</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><input type="checkbox"/> <b>SPECIAL SITUATION:</b> If this box is checked, child has an extremely severe allergy to an insect sting or the following food(s)_____. Even if child has MILD symptoms after a sting or eating these foods, <b>give epinephrine.</b></p> </div>	<p><b>Give epinephrine!</b> <b>What to do</b></p> <ol style="list-style-type: none"> <li>1. Inject epinephrine right away! Note time when epinephrine was given.</li> <li>2. Call 911.             <ul style="list-style-type: none"> <li>● Ask for ambulance with epinephrine.</li> <li>● Tell rescue squad when epinephrine was given.</li> </ul> </li> <li>3. Stay with child and:             <ul style="list-style-type: none"> <li>● Call parents and child's doctor</li> <li>● Give a second dose of epinephrine, if symptoms get worse, continue, or do not get better in 5 minutes.</li> <li>● Keep child lying on back. If the child vomits or has trouble breathing, keep child lying on his or her side.</li> </ul> </li> <li>4. Give other medicine, if prescribed. Do not use other medicine in place of epinephrine.             <ul style="list-style-type: none"> <li>● Antihistamine</li> <li>● Inhaler/bronchodilator</li> </ul> </li> </ol>
<p><b>For Mild Allergic Reaction</b> <b>What to look for</b> If a child has had any mild symptoms, <b>monitor child.</b></p> <p><b>Symptoms may include:</b></p> <ul style="list-style-type: none"> <li>● Itchy nose, sneezing, itchy mouth</li> <li>● A few hives</li> <li>● Mild stomach nausea or discomfort</li> </ul>	<p><b>Monitor Child</b> <b>What to do</b> Stay with child and:</p> <ul style="list-style-type: none"> <li>● Watch child closely</li> <li>● Give antihistamine (if prescribed).</li> <li>● Call parents and child's doctor.</li> </ul> <p>If more than 1 symptom or symptoms of severe allergy/anaphylaxis develop, use epinephrine. (See “For Severe Allergy and Anaphylaxis.”)</p>

**Medicines/Doses**

Epinephrine, Intramuscular (list type): \_\_\_\_\_ Dose  0.10 mg (7.5 kg to less than 13 kg)\*  
:  0.15 mg (13 kg to less than 25 kg)  
 0.30 mg (25 kg or more)

Antihistamine, by mouth (type and dose): \_\_\_\_\_ (\*Use 0.15mg, if 0.10 mg is not available)

Other (for example, inhaler/bronchodilator if child as asthma): \_\_\_\_\_

\_\_\_\_\_  
Physician/HCP Authorization Signature

\_\_\_\_\_  
Date

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*In the event of a medical emergency, I hereby authorize the School District and its employees and agents to administer or to attempt to administer to my child (or to allow my child to self-administer pursuant to State law, while under the supervision of the employees and agents of the School District), lawfully prescribed medication in the manner described above. This includes administration of undesignated epinephrine injectors and/or asthma medication, to the extent the School District maintains such undesignated supplies.*

*I acknowledge that it may be necessary for the administration of medications to my child to be performed by an individual other than a school nurse and specifically consent to such practices, and by signing below, I agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration or the child's self-administration of medication.*

***The following is applicable only to parents/guardians of students who need to carry and use their epinephrine injector and/or asthma medication:*** *I authorize the School District and its employees and agents, to allow my child to self-carry and self-administer his or her epinephrine injector and/or asthma medication: (1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parents/guardians that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-carry and self-administration of an epinephrine injector or asthma medication.*

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Parent/Guardian Authorization Signature

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Date

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Child's Name: \_\_\_\_\_

Date of Plan: \_\_\_\_\_

**Additional Instructions:**

**Contacts**

Call 911 / Rescue Squad: \_\_\_\_\_

Doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

Parent / Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Parent / Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

**Other Emergency Contacts**

Name / Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

Name / Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

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## **General School Administration**

### **Administrative Personnel Other Than the Superintendent**

#### Duties and Authority

The School Board establishes District administrative and supervisory positions in accordance with State law. This policy applies to all administrators other than the Superintendent including without limitation, Building Principals. The general duties and authority of each administrative or supervisory position are approved by the School Board, upon the Superintendent's recommendation, and contained in the respective position's job description. Administrative staff members may be suspended with or without pay as a disciplinary measure. In the event of a conflict, State law and/or the administrator's employment agreement shall control.

#### Qualifications

All administrative personnel shall be appropriately licensed and shall meet all applicable requirements contained in State law and Illinois State Board of Education rules.

#### Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board.

Administrators shall annually present evidence to the Superintendent of professional growth through attendance at educational conferences, additional schooling, in-service training, and Illinois Administrators' Academy courses, or through other means as approved by the Superintendent.

#### Administrative Work Year

The administrators' work year shall be the same as the District's fiscal year, July 1 through June 30, unless otherwise as stated in the employment agreement. In addition to legal holidays, the administrators shall have vacation periods, personal and sick leave as stated in the employment agreement. Vacation periods, personal and sick leave shall be approved by the Superintendent.

#### Compensation and Benefits

The Board and each administrator shall enter into an employment agreement that complies with Board policy and State law. The terms of an individual employment contract, when in conflict with this policy, will control.

The School Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the School Board no later than the March School Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewal issues.

Unless stated otherwise in individual employment contracts, all benefits and leaves of absence available to teaching personnel are available to administrative personnel.

### **General School Administration**

LEGAL REF: 105 ILCS 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, 5/21B, and 5/24A.  
23 Ill.Admin.Code §§1.310, 1.705, and 50.300; and Parts 25 and 29.

CROSS REF: 3:60 (Administrative Responsibility of the Building Principal), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:210 (Resignations), 5:250 (Leaves of Absence), 5:290 (Employment Termination and Suspensions)

Reviewed: November 17, 2003, January 11, 2013, September 14, 2015, April 23, 2020, April 2023  
Approved: December 15, 2003  
Revision Adopted: February 25, 2013, September 28, 2015, May 11, 2020, November 2021

## General Personnel

### Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination including harassment. District employees shall not engage in harassment on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment on the basis of other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; 7:20, Harassment of Students Prohibited; 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment; and 7:185, Teen Dating Violence Prohibited.

The District will take appropriate remedial, corrective and disciplinary action to address unlawful workplace harassment, including sexual harassment.

### Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical conduct or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

### Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

### Whom to Contact with a Report or Complaint

An employee should ~~Employees are strongly encouraged to~~ report claims of harassment, including making a confidential report to the following: to their immediate supervisor, Building Principal or other administrator, who will each report to a ~~District Complaint Manager~~ or the District's Nondiscrimination Coordinator and/or Complaint Manager.

An employee may also report claims using Board policy 2:260, Uniform Grievance Procedure. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

~~Alternatively, employees are welcome to report claims of harassment directly to a Complaint Manager or the District's Nondiscrimination Coordinator under Board policy 2:260, Uniform Grievance Procedure. This alternative is especially encouraged if an employee is not comfortable reporting to the immediate supervisor, Building Principal or another administrator or otherwise prefers for personal reasons to report to a District Complaint Manager or the District's Nondiscrimination Coordinator.~~

~~If a claim is reported using, or is otherwise processed under, Board policy 2:260, then the Complaint Manager will process and review the complaint according to that policy, in place of any response required by this policy.~~

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

*Nondiscrimination Coordinator:*

Name	<u>Asst. Supt. of Human Resources</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>

*Complaint Managers:*

Name	<u>Asst. Supt. of Finance, Facilities and Operations</u>	<u>Asst. Supt. for Teaching, Learning &amp; Accountability</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>	<u>630-790-6400</u>

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. A supervisor or administrator who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and its best effort to maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under policy 2:265, Title IX *Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged workplace harassment that does not require action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, Employee Ethics; *Code of Professional Conduct, and Conflict of Interest*,<sup>12</sup> should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An alleged incident of sexual abuse is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, Abused and Neglected Child Reporting. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, Title IX Sexual Harassment Grievance Procedure, or policy 2:260, Uniform Grievance Procedure.

#### Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, i.e., vendor, parent, invitee, etc. Any employee making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge.

#### Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information in good faith about harassment. Retaliation against employees for bringing complaints or providing information about harassment in good faith is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*), and whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

#### Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: The Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

~~The Superintendent shall provide training for administrators, appropriate in frequency and content, with respect to recognition of harassment, intake and reporting of complaints of harassment, prevention of harassment and investigation and disposition of complaints. Such training shall include sensitivity to victims so as to facilitate their reporting or harassment and participation in processing complaints.~~

LEGAL REF.: 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.  
 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.  
 5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.  
 775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.  
 56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.  
Vance v. Ball State Univ., 570 U.S. 421 (2013).  
Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).  
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).  
Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).  
Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).  
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).  
Harris v. Forklift Systems, 510 U.S. 17 (1993).  
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).  
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).  
Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).  
Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).  
Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).  
Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).  
Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).  
Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).  
Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).  
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Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).  
Vance v. Ball State Univ., 133 S. Ct. 2434 (2013).  
Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure),  
 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment),  
 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Professional Code of Conduct;  
 and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on  
 School Property)

Reviewed: May 17, 2004, May 7, 2018, April 23, 2020, February 21, 2022  
 Adopted: August 23, 2004  
 Revisions Adopted: January 24, 2005; August 2, 2010, May 21, 2018, May 11, 2020, March 22, 2022

## General Personnel

### Exhibit – Expectations and Guidelines for Employee-Student Boundaries

105 ILCS 5/10-23.13, Erin's Law, requires this exhibit's discussion. Use this exhibit to structure local conversations around what the District will include for its examples of expectations and guidelines about professional boundaries in employee-student relationships. Finalization of this exhibit requires a conversation among district administrators and employees to customize it based upon the ages, grade levels, and developmental levels of the students served, as well as local conditions.

All District employees must maintain professional employee-student boundaries and relationships with students. This includes meeting expectations and following guidelines established by the District for employee-student boundaries. These expectations and guidelines apply to all professional, educational support, and contracted District employees. If they conflict with an applicable collective bargaining agreement, the provision is severable and the applicable bargaining agreement will control.

The District understands that employees may have pre-existing relationships with families of students outside of school. These expectations and guidelines do not apply to employee-student relationships based in pre-existing relationships, including nuclear or extended families. These expectations and guidelines are not intended to prohibit such interactions, provided that an awareness of employee-student boundaries is maintained at all times. This document is not exhaustive, and an employee may be disciplined for boundary violations that are not specifically listed.

#### Employee-Student Boundaries

The relationship between students and school employees is an inherently unequal imbalance of power because school employees are in a unique position of trust, care, authority, and influence in relation to students. District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Employee-student boundaries are categorized into four areas that are not mutually exclusive:

- **Emotional Boundaries** – both the employee's own emotional state and self-regulation as well as students' emotional states and developmental abilities to self-regulate.
- **Relationship/Power Boundaries** – recognizing, as noted above, that the employee-student relationship is unequal and employees must safeguard against misusing positions of power.
- **Communication Boundaries** – how and what employees communicate to students, including communication that is verbal, nonverbal, in person, or via electronic means.
- **Physical Boundaries** – physical contact between employees and students.

While some employee-student boundaries are clear and easy to recognize, there are some unclear, *gray* areas that employees must plan for and respond to with sound judgment. This means recognizing the potential negative consequences for students and/or employees engaging in certain behaviors with students or allowing inappropriate conduct to continue. Employees may use *time, place, and circumstances* as a guiding principle by asking themselves:

- Is this the appropriate *time* for my planned action?
- Have I chosen the appropriate *place* for the planned action?
- Are these appropriate *circumstances* for me to take my planned action?

To avoid behavior or conduct which may lead to a breach in employee-student boundaries, employees should also recognize their own unique vulnerabilities. Examples of vulnerabilities that employees may experience include, but are not limited to:

- Employees regarding students as peers
- Employees who too closely identify with students and their issues
- Employees experiencing adult relationship issues

- Immature employees, or employees with an under-developed moral compass
- Employees feeling a need for attention
- Employees who abuse alcohol or other substances
- Employees who lack personal crisis management skills
- 

Employees experiencing difficulties in their personal lives may be particularly susceptible to engaging in at-risk behavior or conduct with students. Employees must be alert to such risks and ensure they maintain professional boundaries at all times. The Markkula Center for Applied Ethics’ Framework for Ethical Decision-Making may help employees evaluate and address conduct that concerns them. See [www.scu.edu/ethics/ethics-resources/ethical-decision-making/](http://www.scu.edu/ethics/ethics-resources/ethical-decision-making/).

Guidelines for Specific Boundary Areas

*Customize based upon the ages, grade levels, and developmental levels of the students served.*

Boundary Area	Inappropriate	Appropriate
Emotional	Favoring certain students by inviting them to your classroom at non-instructional times to “hang out.” Favoring certain students by giving them special privileges. Engaging in peer-like behavior with students. Discussing personal issues with students.	Inviting students who need additional instructional support to your classroom for such additional support. Conducting one-on-one student conferences in a classroom with the door open.
Relationship/Power	Meeting with a student off-campus without parent/guardian knowledge and/or permission. Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside your professional role. Transporting a student in a school or private vehicle without administrative authorization. Giving gifts, money, or treats to individual students. Sending students on personal errands. Intervening in serious student problems instead of referring the student to an appropriately trained professional. A sexual or romantic invitation toward or from a student. Taking and using photos/videos of students for non-educational purposes.	Meeting with a student off-campus with parent/guardian knowledge and/or permission, e.g., when providing pre-arranged tutoring or coaching services. Transporting a student in a school or private vehicle with administrative authorization. Taking and using photos/videos of students for educational purposes, with student and parent/guardian consent, while abiding by student records laws, policies, and procedures.
Communication	Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting. Inviting students to your home.	Limiting communication to what is necessary for educational and/or extracurricular activities. Using District-approved methods for communicating with students.

Boundary Area	Inappropriate	Appropriate
	<p>Adding students on personal social networking sites as contacts when unrelated to a legitimate educational purpose.</p> <p>Privately messaging students by any means.</p> <p>Maintaining intense eye contact.</p> <p>Making comments about a student’s physical attributes, including excessively flattering comments.</p> <p>Engaging in sexualized or romantic dialog.</p> <p>Making sexually suggestive comments directed toward or with a student.</p> <p>Disclosing confidential information.</p> <p>Self-disclosure of a sexual, romantic, or erotic nature.</p>	
Physical	<p>Full frontal hugs.</p> <p>Invading personal space.</p> <p>Massages, shoulder rubs, neck rubs, etc.</p> <p>Lingering touches or squeezes.</p> <p>Tickling.</p> <p>Having a student on your lap.</p> <p>Physical exposure of a sexual, romantic, or erotic nature.</p> <p>Sexual, indecent, romantic, or erotic contact with a student.</p> <p>Assisting a young student or a student with special needs with a toileting issue without obtaining parent/guardian permission.</p>	<p>Occasionally patting a student on the back, shoulder, or arm.</p> <p>Momentary physical contact with limited force designed to prevent a student from completing an act that would result in potential physical harm to the student or another person or damage to property; or to remove a disruptive student who is unwilling to leave the area voluntarily.</p> <p>Assisting a young student or a student with special needs with a toileting issue when parent/guardian permission has been granted.</p>

Reviewed:  
 Adopted:  
 Revision Adopted:

## Professional Personnel

### Suspension

#### Suspension Without Pay

The School Board or Superintendent may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District. ~~Administrative staff members may not be suspended without pay as a disciplinary measure.~~

Misconduct that is detrimental to the School District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor
- Violation of Board policy or Administrative Procedure
- Conduct that disrupts or may disrupt the educational program or process
- Conduct that violates any State or federal law that relates to the employee's duties
- Other sufficient causes

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board-appointed hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing. The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

#### Suspension With Pay

The School Board or Superintendent or designee may suspend or reassign a professional employee with pay (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

The Superintendent shall meet with the employee to present the allegations and give the employee an opportunity to refute the charges. The employee will be told the dates and times the suspension will begin and end.

#### Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS)

Upon receipt of a DCFS recommendation that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended by DCFS, proceeding with:
  - a. A suspension with pay; or
  - b. A suspension without pay.

#### Repayment of Compensation and Benefits

If a professional employee is suspended with pay, either voluntarily or involuntarily, pending the outcome of a criminal investigation or prosecution, and the employee is later dismissed as a result of his or her criminal

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conviction, the employee must repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 5 ILCS 430/5-60(b).

105 ILCS 5/24-12.

325 ILCS 5/7.4(c-10).

Cleveland Board of Education v. Loudermill, 470 U.S. 532 (1985)

Barszcz v. Board of Trustees of Community College District No. 504, Cook County, 400

F.Supp. 675 (N.D. Ill. 1975)Massie v. East St. Louis School District No. 189, 561 N.E.2d 246 (5th Dist. 1990).

CROSS REF.: 5:290 (Educational Support Personnel - Employment Termination and Suspensions)

Reviewed: May 17, 2004, February 11, 2013, May 7, 2018

Adopted: August 23, 2004

Revisions Adopted: February 01, 2010, February 25, 2013, May 21, 2018

## Educational Support Personnel

### Employment At-Will, Compensation, and Assignment

#### Employment At-Will

Unless otherwise specifically provided, District employment is at-will, meaning that employment may be terminated by the District or employee at any time for any reason or no reason at all. ~~A dismissal for reduction in force requires a 30 day notice before the employee is removed or dismissed. For the purposes of reduction in force, educational support personnel are granted seniority and recall rights within their respective categories of position [1][2].~~ Nothing in School Board policy is intended or should be construed as altering the employment at-will relationship.

Exceptions to employment at-will may include employees who are employed annually, have an employment contract, or are otherwise granted a legitimate interest in continued employment. The Superintendent is authorized to make exceptions to employing non-licensed employees at-will but shall maintain a record of positions or employees who are not at-will

#### Compensation and Assignment

The School Board will determine salary and wages for educational support personnel. Increments are dependent on evidence of continuing satisfactory performance. An employee covered by the overtime provisions in State or federal law shall not work in the Fair Labor Standards Act, 29 U.S.C. § 201 et seq., ~~works overtime whenever the employee works more than 40 hours during a single workweek. Overtime will not be allowed without prior authorization from the employee's immediate supervisor.~~ Educational support personnel are paid twice a month, every 2 weeks.

#### Assignment

The Superintendent is authorized to make assignments and transfers of educational support personnel.

LEGAL REF.: ~~Fair Labor Standards Act, 29 U.S.C. § 201 et seq.  
105 ILCS 5/10-22.34 and 5/10-23.5.  
Griggsville Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd., 963 N.E.2d 332 (Ill.App.4, 2013).  
Cook v. Eldorado Community Unit School District, No. 03 MR 32 (Ill.App.5, 2004).  
Duldulao v. St. Mary of Nazareth Hospital, 483 N.E. 2d 956 (Ill.App.1, 1985), *aff'd in part and remanded*, 505 N.E.2d 314 (Ill. 1987).  
Kaiser v. Dixon, 468 N.E. 2d 822 (Ill.App.2, 1984).~~

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment) 5:35 (Compliance with the Fair Labor Standards Act), 5:290 (Employment Termination and Suspensions), 5:310 (Compensatory Time-Off)

Reviewed: May 17, 2004, August 2, 2010, September 14, 2015  
Adopted: August 23, 2004  
Revisions Adopted: September 28, 2015



## **Non-Union Educational Support Personnel**

### **Evaluation**

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in School Board policies as well as in compliance with State law and any applicable employee handbook and/or collective bargaining agreement. The standards for the evaluation program shall include, but not be limited to

1. Each employee shall be evaluated annually, preferably before the annual salary review.
2. The direct supervisor or other supervisory personnel shall provide input.
3. The employee's work quality, promptness, attendance, reliability, conduct, judgment, and cooperation shall be considered.
4. The employee shall receive a copy of the annual evaluation.
5. All evaluations shall comply with State and federal law and any applicable employee handbook and/or collective bargaining agreement.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:150 (Personnel Records)

Reviewed: May 17, 2004, August 2, 2010, November 5, 2018

Adopted: August 23, 2004

Revisions Adopted: November 19, 2018

## Instruction

### Community Resource Persons and Volunteers

The School Board encourages the use of volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

Volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a certificated teacher's immediate supervision;
4. As a guest lecturer or resource person under a licensed ~~certificated~~ teacher's direction and with the administration's approval;
5. To assist in times of violence or other traumatic incidents within the District by providing crisis intervention services to lessen the effects of emotional trauma on staff, students, and the community, provided the volunteer meets the qualifications established by the Ill. School Crisis Assistance Steering Committee;
- ~~4.6.~~ As a guest lecturer or resource person under a licensed teacher's direction and with the administration's approval; or
- ~~5.7.~~ As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall follow Board policy 4:175 Convicted Child Sex Offenders; Screening; Notifications, to establish procedures for securing and screening resource persons and volunteers. A person who is a "sex offender," as defined by the Sex Offender Registration Act or a "*violent offender against youth*," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b  
 720 ILCS 5/12C-50.1.Failure to Report Hazing.  
730 ILCS 150/1 et seq., Sex Offender Registration Act.  
730 ILCS 152/101 et seq., Sex Offender Community Notification Law.  
730 ILCS 154/75 et seq., Murderer and Violent Offender Against Youth  
Community Notification Law.  
730 ILCS 154/101 et seq., Murderer and Violent Offender Against Youth  
Registration Act.

CROSS REF.: 4:170 (Safety), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:280 (Duties and Qualifications), 8:30 (Conduct on School Property), 8:95 (Parental Involvement)

Reviewed: February 27, 2006, March 24, 2014

Adopted: May 15, 2006

Revisions Adopted: September 15, 2008, April 14, 2014

## Instruction

### Administrative Procedure -Resource Persons and/or School Volunteers; Screening

The Building Principal or designee directs the use of resource persons and school volunteers within the school building. The use of any individual as a resource person or volunteer is subject to School Board policy 4:170, *Safety*; administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*; and Board policy 8:30, *Visitors to and Conduct on School Property*. Specifically, the Principal or designee directs recruitment, screening, placement, and training within the following parameters:

**Qualifications** - Resource persons and volunteers may come from all backgrounds and all age groups. The main qualification is for the individual to have a desire to give his or her time and talent to enrich student learning opportunities and the school community generally.

**Individuals Prohibited from Serving as a Volunteer or Resource Person** - No individual who is a *sex offender*, as defined by the Sex Offender Registration Act, or a *violent offender against youth*, as defined in the Child Murderer and Violent Offender Against Youth Registration Act, may serve as a resource person or volunteer.

**Screening** - Whenever a potential resource person or volunteer submits a new information form, the Principal or designee shall screen that individual's name and address against the: (1) Ill. Sex Offender Registry, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/), and (2) the Violent Offender Against Youth Registry maintained by the Ill. Dept. of State Police (ISP), [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/). The Principal may also request an individual to submit to a fingerprint-based criminal history records information check in situations where it would be prudent, e.g., extended direct, daily contact with students. In addition, the Principal or designee shall regularly review the names of individuals who are serving as resource persons or volunteers to determine if any resource person or volunteer appears on the Ill. Sex Offender or Violent Offender Against Youth Registries.

**Recruitment** - School personnel may recruit resource persons and volunteers through the following resources: parents/guardians, parent organizations, retired teachers and other senior citizen groups, community businesses, local volunteer centers, and universities. If a staff member, other than the Principal, recruits someone, the staff member must provide the individual's name and address to the Principal.

**Role** - Resource persons and volunteers serve only in an auxiliary capacity under the direction and direct supervision of a staff member; they are not a substitute for a member of the school staff. Resource persons and volunteers do not have access to confidential student school records.

**Selection, Placement, and Supervision** - Selection and placement shall be on the basis of an individual's qualifications and availability and the school's needs. The individual will be assigned to a staff member only with the staff member's consent. The relationship between the individual and staff member should be one of mutual respect and confidence.

**Requirements** - Each resource person and volunteer must register in the school's main office at the beginning of each visit and wear identifying information, e.g., a name tag, etc., while in the building or serving. Unless he or she has already done so during the current academic year, the individual must complete an information form and waiver. Absent an indication on the form that the individual may not qualify, the individual may proceed to the assigned activity.

An individual is prohibited from being a resource person or volunteer if he or she behaves in any manner that does not align with the District and/or school building's vision, mission, policy and/or procedures or is otherwise detrimental to the school environment, e.g., swearing, failing to be dependable, failing to follow the supervisor's instructions, committing any criminal act on school grounds or at a school activity, touching a student in a rude or overly forceful manner, failing to dress in an appropriate manner, or violating any school rule, etc.

**Training** - Each academic year, when an individual first completes the volunteer information form, the Principal or designee will give the individual a copy of this administrative procedure along with other pertinent information. The staff member to whom the individual is assigned is responsible for explaining what is expected of the individual. The Principal or designee should arrange appropriate training opportunities for those volunteer activities requiring a skill or knowledge base, e.g., working in the computer lab.

Reviewed: February 27, 2006, August 24, 2015  
Adopted: May 15, 2006  
Revisions Adopted: September 15, 2008, August 24, 2015



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**For School Use Only**

General description of assignment(s):

- Supervising students as needed by a teacher
- Supervising students during a regularly scheduled activity
- Assisting with academic programs
- Assisting at the resource center or main office
- Other \_\_\_\_\_

Name of supervising staff member \_\_\_\_\_

Illinois Sex Offender Database Registry at: <https://isp.illinois.gov/Sor/Disclaimer>

Registry checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (mandatory)

Illinois Murderer and Violent Offender Against Youth Registry at: <https://isp.illinois.gov/MVOAY/Disclaimer>

Registry checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (mandatory)

Dru Sjodin National Sex Offender Public Website (NSOPW) at: <https://www.nsopw.gov/>

NSOPW checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (mandatory)

**To be completed by the Building Principal:**

Will the individual be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a fingerprint-based criminal history records check would be prudent?  Yes  No

If *yes*, and provided the individual authorized the fingerprint-based criminal history records check, please provide the following:

Date that the background check was requested \_\_\_\_\_

Date that the background check was received and reviewed \_\_\_\_\_

Check reviewed by (*please print*) \_\_\_\_\_

\_\_\_\_\_  
Signature of Reviewer

\_\_\_\_\_  
Date

Reviewed: February 27, 2006, August 24, 2015  
Adopted: May 15, 2006  
Revisions Adopted: September 15, 2008, August 24, 2015

**NEW**

## Students

### Exhibit - Student Handbook Checklist

The Checklist contains mandatory and recommended notices that schools should give to their students and the students' parents/guardians. *Mandatory* means the notices are legally required. *Recommended* means including the notices are a best practice. The Checklist is in the IASB Policy Reference Manual (PRM) format, and it lists corresponding policies, procedures, and exhibits in numerical order within each sub-headed category. A corresponding citation to the Illinois Principals Association **Online Model Student Handbook (MSH)** is also listed, if one exists. Any handbook should be reviewed by the Board Attorney before distribution to ensure that all mandatory notices are included as this Checklist is subject to change without notice. This Checklist is not a substitute for legal advice.

### Mandatory Notices

#### Student Services

Mandatory Topics	IASB PRM
Transportation	4:110, <i>Transportation</i>
Transportation reimbursement eligibility and dispute resolution	4:110, <i>Transportation</i>
Eligibility criteria for free and reduced lunch	4:130, <i>Free and Reduced-Price Food Services</i> 4:130-E, <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i>
Waiver of school fees along with the fee waiver application form	4:140, <i>Waiver of Student Fees</i> 4:140-AP, <i>Fines, Fees, and Charges - Waiver of Student Fees</i> 4:140-E1, <i>Application for Fee Waiver</i> 4:140-E3, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>
School Wellness (required if the District participates in the National School Lunch Program or Breakfast Program)	6:50, <i>School Wellness</i>
Alternative learning opportunities	6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>
Notification to parents/guardians of English Learners regarding their child's placement in, and information about, the District's English Learners programs	6:160, <i>English Learners</i>
Parental involvement under Title I (only when the district receives Title I funds)	6:170, <i>Title I Programs</i> 6:170-AP1, <i>Checklist of Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs</i> 6:170-AP1, E1, <i>District-Level Parent and Family Engagement Compact</i>

Mandatory Topics	IASB PRM
	6:170-AP1, E2, <i>School-Level Parent and Family Engagement Compact</i> 6:170-AP2, <i>Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws</i>
Notice to parents required by the Elementary and Secondary Education Act	6:170-AP2, <i>Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws</i>
Surveys that request personal information from students	7:15, <i>Student and Family Privacy Rights</i>
Birth certificate requirements for enrollment	7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> 7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i>
Dental examinations	7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i>
Eye examinations (K and students enrolling in public school for the first time only)	7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i>
Vaccinations (influenza and meningococcal)	7:100, <i>Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students</i>
Administration of medications (includes asthma inhalers and epinephrine injectors, opioid antagonists, and glucagon)	7:270, <i>Administering Medicines to Students</i> 7:270-AP1, <i>Dispensing Medication</i> 7:270-E1, <i>School Medication Authorization Form</i>

Student Programs

Mandatory Topics	IASB PRM
Notice of instruction in recognizing and avoiding sexual abuse	6:60-AP1, <i>Comprehensive Health Education Program</i> 6:60-AP1, E1, <i>Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs</i>
Free appropriate public education to students with disabilities  Special education services to eligible children whether or not enrolled in the District	6:120, <i>Education of Children with Disabilities</i> 6:120-AP1, <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (downloadable from IASB website, <a href="http://www.iasb.com">www.iasb.com</a> ) 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>
Counseling options for students who are affected by sexual abuse and grooming behavior, along with options for victims of sexual abuse and grooming behavior to obtain assistance and intervention	7:250, <i>Student Support Services</i> 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Needs</i>

Student Responsibilities

Mandatory Topics	IASB PRM
IHSA policy on banned substances (required only for IHSA schools)	6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i> 7:240, <i>Conduct Code for Participants in Extracurricular Activities</i> 7:240-AP1, <i>Code of Conduct for Extracurricular Activities</i>
Absenteeism and truancy	7:70, <i>Attendance and Truancy</i>
Statement of district ownership of and right to search student lockers	7:140, <i>Search and Seizure</i>
Search procedures for school grounds and lockers	7:140, <i>Search and Seizure</i>
Notification regarding access to student accounts or profiles on social networking websites	7:140, <i>Search and Seizure</i> 7:140-E, <i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>
Bullying prohibited and reporting encouraged	7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>
Teen dating violence prohibited and reporting encouraged	7:185, <i>Teen Dating Violence Prohibited</i>
Prohibition of electronic paging devices and making threat by Internet	7:190, <i>Student Behavior</i>
All prohibited conduct in the school discipline code, including, but not limited to: 1. Controlled substances 2. Firearms and other weapons 3. E-cigarettes 4. Gangs and gang-related activity 5. Sexting prohibited	4:170-AP2, E4, <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i> 7:190, <i>Student Behavior</i> 7:190-AP5, <i>Student Handbook - Electronic Devices</i> 7:190-AP6, <i>Guidelines for Investigating Sexting Allegations</i>
Inform parents/guardians when their child engaged in aggressive behavior along with the school's early intervention procedures	7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i>
Suspension and expulsion, and due process requirements	7:200, <i>Suspension Procedures</i> 7:210, <i>Expulsion Procedures</i>
School bus safety	7:220, <i>Bus Conduct</i> 4:110-AP3, <i>School Bus Safety Rules</i>
Videotape surveillance of buses (if applicable)	7:220, <i>Bus Conduct</i> 7:220-AP, <i>Electronic Recordings on School Buses</i>
Behavior interventions (these may be developed through the Spec. Ed. Coop if the district belongs to one)	7:230, <i>Misconduct by Students With Disabilities</i>

<b>Mandatory Topics</b>	<b>IASB PRM</b>
Dress code	7:160, <i>Student Appearance</i>
All other conduct prohibited by Board policy - school discipline code	7:190, <i>Student Behavior</i>

Student Rights

<b>Mandatory Topics</b>	<b>IASB PRM</b>
Notice of contact information for nondiscrimination and Title IX coordinator(s) and making reports or complaint of discrimination or sexual harassment	2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>
Prohibition of discrimination on the basis of race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy	7:10, <i>Equal Educational Opportunities</i> 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>
Sex equity and grievance procedures	2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> 7:10, <i>Equal Educational Opportunities</i> 7:20, <i>Harassment of Students Prohibited</i>
Sexual harassment prohibited and grievance procedures and age-appropriate information about the sexual harassment policy	2:260, <i>Uniform Grievance Procedure</i> 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> 7:20, <i>Harassment of Students Prohibited</i> 7:185, <i>Teen Dating Violence Prohibited</i>
Notify parents of their right to request their child's classroom teachers' qualifications	5:190-E1, <i>Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i>
Educational rights of homeless students in the location where homeless children receive services	6:140, <i>Education of Homeless Children</i> 6:140-AP, <i>Education of Homeless Children</i>
Notice of parent and student rights under the Children's Privacy Protection and Parental Empowerment Act	7:15, <i>Student and Family Privacy Rights</i> 7:15-E, <i>Notification to Parents of Family Privacy Rights</i>
Notice to parents/guardians about social network passwords	7:140, <i>Search and Seizure</i> 7:140- E, <i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>
Notice concerning privacy and access rights to school student records	7:340, <i>Student Records</i> 7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-AP1, E2, <i>Using a Photograph or Video Recording of a Student</i>
Disclosure of directory information	7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i>

<b>Mandatory Topics</b>	<b>IASB PRM</b>
	7:340-AP1, E2, <i>Using a Photograph or Video Recording of a Student</i>
Information classified as directory information and for objecting to disclosure of information	7:340-AP1, E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i>
Military recruiting	7:340-AP1, E3, <i>Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information</i> 7:340-AP1, E4, <i>Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information</i>
Student biometric information (when applicable)	7:340, <i>Student Records</i> 7:340-AP1, E5, <i>Biometric Information Collection Authorization</i>
Notice to parents/guardians concerning student data collected by schools and operators under the Student Online Personal Protection Act	7:345-AP, E2, <i>Student Data Privacy; Notice to Parents About Educational Technology Vendors</i>
Notice of disability accommodation	8:70, <i>Accommodating Individuals with Disabilities</i>

General Information

<b>Mandatory Topics</b>	<b>IASB PRM</b>
Notice before a pesticide application	4:160, <i>Environmental Quality of Buildings and Grounds</i> 4:160-AP, <i>Environmental Quality of Buildings and Grounds</i>
Availability of information concerning sex offenders	4:175-AP1, <i>Criminal Offender Notification Laws; Screening</i> 4:175-AP1, E1, <i>Informing Parents/Guardians About Offender Community Notification Laws</i>
School bus safety	4:110-AP3, <i>School Bus Safety Rules</i>
Asbestos management plan, notice of availability	
Notice to parents/guardians and staff of IHSA's online training video about hands-only CPR and AED	4:170, <i>Safety</i> 4:170-AP6, E1, <i>School Staff AED Notification Letter</i>
Evidence-informed educational information for parents/guardians on the warning signs of child sexual abuse and grooming, and assistance, referral, or resource information	4:165, <i>Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors</i>
Contact information for the National Suicide Prevention Lifeline, the Crisis Text Line, and either the Safe2Help Illinois helpline and/or a local suicide prevention hotline	7:290, <i>Suicide and Depression Awareness and Prevention</i> 7:290-AP, <i>Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program</i>

<b>Mandatory Topics</b>	<b>IASB PRM</b>
Notice that a student athlete and his/her parent must sign acknowledgement of receiving the concussion policy (required only for IHSA schools)	7:305, <i>Student Athlete Concussions and Head Injuries</i> 7:305-AP, <i>Program for Managing Student Athlete Concussions and Head Injuries</i>
School visitation rights notice	8:95-E1, <i>Letter Notifying Parents/Guardians of School Visitation Rights</i> 8:95-E2, <i>Verification of School Visitation</i>
Employee code of professional conduct	5:120, <i>Employee Ethics; Code of Professional Conduct; Conflict of Interest</i>

**Recommended Notices**

Student Services

<b>Recommended Topics</b>	<b>IASB PRM</b>
Information regarding waiver of student fees	4:140, <i>Waiver of Student Fees</i>
Fire drill program, building specific plan	4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>
School safety plans, including severe weather and injury or sudden illness	4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> 4:170-AP1, E1, <i>Accident or Injury Form</i>
Targeted school violence prevention program, including threat assessment teams	4:190, <i>Targeted School Violence Prevention Program</i> 4:190-AP2, <i>Threat Assessment Team (TAT)</i>
Home and hospital instruction	6:150, <i>Home and Hospital Instruction</i>
Student residency and tuition	7:60, <i>Residence</i> 7:60-AP1, <i>Challenging a Student's Residence Status</i> 7:60-AP2, <i>Establishing Student Residency</i> 7:60-AP2, E1, <i>Letter of Residence from Landlord in Lieu of Lease</i> 7:60-AP2, E2, <i>Letter of Residence to be Used When the Person Seeking to Enroll a Student is Living with a District Resident</i> 7:60-AP2, E3, <i>Evidence of Non-Parent's Custody, Control and Responsibility of a Student</i>
Parking, building specific	7:140, <i>Search and Seizure</i>
Health and school counselor and social work access	7:250, <i>Student Support Services</i>
Communicable and infectious disease	7:280, <i>Communicable and Chronic Infectious Disease</i> 7:280-AP, <i>Managing Students with Communicable and Infectious Diseases</i>
Students with diabetes	6:120-AP4, <i>Care of Students with Diabetes</i>

<b>Recommended Topics</b>	<b>IASB PRM</b>
Medical cannabis administration	7:270-E2, <i>School Medication Authorization Form - Medical Cannabis</i>
Anaphylaxis prevention and response	7:285, <i>Anaphylaxis Prevention, Response, and Management Program</i> 7:285-AP, <i>Anaphylaxis Prevention, Response, and Management Program</i>
Telephone use, building specific	

Student Programs

<b>Recommended Topics</b>	<b>IASB PRM</b>
Weighted grades	6:280-AP, <i>Evaluating and Reporting Student Achievement</i>
District philosophy and goals	1:30, <i>School District Philosophy</i> 3:10, <i>Goals and Objectives</i> 6:10, <i>Educational Philosophy and Objectives</i>
Remote Learning and/or e-learning program(s)	6:20, <i>School Year Calendar and Day</i> 6:20-AP, <i>Remote and/or Blended Remote Learning Day Plan(s)</i> 6:185, <i>Remote Educational Program</i>
Anti-bias curriculum	6:60, <i>Curriculum Content</i>
Parental objections to sex education, family life instruction, and sexually transmitted diseases	6:60-AP1, E1, <i>Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and /or Opt-outs</i>
Biking and Walking Safety Education	6:60-AP1, E2, <i>Resources for Biking and Walking Safety Education</i>
Accelerated placement availability	6:135, <i>Accelerated Placement Program</i>
Bilingual education availability	6:160, <i>English Learners</i>
Co-curricular activities	6:190, <i>Extracurricular and Co-Curricular Activities</i>
“No Pass, No Play”	6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i>
Parental right to review instructional materials	6:210, <i>Instructional Materials</i>
Acceptable use and Internet safety	6:235, <i>Access to Electronic Networks</i> 6:235-AP1, <i>Acceptable Use of the District’s Electronic Networks</i> 6:235-AP1, E1, <i>Student Authorization for Access to the District’s Electronic Networks</i> 6:235-AP1, E2, <i>Staff Authorization for Access to the District’s Electronic Networks</i>

Recommended Topics	IASB PRM
Social promotion	6:280, <i>Grading and Promotion</i> 6:280-AP, <i>Evaluating and Reporting Student Achievement</i>
Class schedules, building specific	
Schedule of testing programs, building specific	6:340, <i>Student Testing and Assessment Program</i>
Student distribution of non-curricular material	7:310, <i>Restrictions on Publications; Elementary Schools</i> 7:310-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools</i>

General Information

Recommended Topics	IASB PRM
School calendar	6:20, <i>School Year Calendar and Day</i>
Field trip	6:240, <i>Field Trips</i> 6:240-AP, <i>Field Trip Guidelines</i>
Release time for religious instruction/observance	7:80, <i>Release Time for Religious Instruction/Observance</i>
Release time for students voting in elections	7:90, <i>Release During School Hours</i>
Extra-curricular drug and alcohol testing (if applicable)	7:240-AP2, <i>Extracurricular Drug and Alcohol Testing Program</i> 7:240-AP2, E1, <i>Consent to Participate in Extracurricular Drug and Alcohol Testing Program</i>
Eligibility to remove college entrance exams from student transcripts	7:340, <i>Student Records</i>
Equal access to school facilities	8:20, <i>Community Use of School Facilities</i>
Identification and registration of persons entering the school building	8:30, <i>Visitors to and Conduct on School Property</i>
Statement that the handbook is: 1. Only a summary of board policies governing the district; board policies are available to the public at the district office 2. A document that may be amended during the year without notice 3. Is a communication tool of all policies to persons expected to execute and comply with them	2:240, <i>Board Policy Development</i>
Address of District offices, list of administrators, and contact information	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>
Board members' names	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>

Recommended Topics	IASB PRM
List of District school addresses	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>

**Special Circumstance Notifications**

Special Circumstance Topics	IASB PRM
Notification for unsafe school transfer choice	4:170, <i>Safety</i> 4:170-AP5, <i>Unsafe School Choice Option</i>
Notification of right to review teachers' qualifications	5:190, <i>Teacher Qualifications</i> 5:190-E1, <i>Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i> 5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements</i> 5:190-E3, <i>Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment</i>
<p>Notice when:</p> <ol style="list-style-type: none"> <li>1. Student is being taught by a teacher who is not highly qualified,</li> <li>2. School identified as in need of improvement,</li> <li>3. Schools are identified for corrective action,</li> <li>4. Schools are identified for restructuring,</li> <li>5. There is eligibility for supplemental educational services, and</li> <li>6. The district offers voluntary school choice, if applicable.</li> </ol>	5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements</i> 6:15, <i>School Accountability</i>

Reviewed:  
Adopted:  
Revisions Adopted:

## Students

### Administrative Procedure - Protocol for Responding to Students with Social, Emotional, or Mental Health Needs

#### Student Support Committee[1]

Each Building Principal shall annually appoint a building-level Student Support Committee that shall have the tasks described in this Administrative Procedure. Committee members must be school staff members who are qualified by professional licensing or experience to address issues concerning students who may have social, emotional, or mental health problems. As needed on a case-by-case basis, the Student Support Committee may request the involvement of the Building Principal, relevant teachers, and the parents/guardians. Records produced and shared among Committee members may be subject to laws governing student records. Confidential information given by a student to a therapist is governed by the Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/

#### Children's Mental Health Partnership's Plan and Annual Progress Reports

The Illinois Children's Mental Health Partnership (ICMHP) ~~develops and updates~~ ~~monitors the implementation of~~ its statewide Children's Mental Health Plan (CMH Plan). The CMH Plan is a statewide strategic blueprint or roadmap to promote and improve the children's mental health system and covers a range of recommendations and strategies necessary to reforming the children's mental health system in Illinois. ~~Every year,~~ By December 30 of each year, the ICMHP must submit an annual progress report to the Governor for approval. The Student Support Committee will monitor the annual ICMHP Plan progress report, available at <https://www.icmhp.org/our-work/our-annual-reports/>. ~~See [www.icmhp.org/aboutus/our-mission/strategic-plan-properties/](http://www.icmhp.org/aboutus/our-mission/strategic-plan-properties/)~~ The CMH Plan is available at [progress report, available at https://www.dhs.state.il.us/page.aspx?item=68168](https://www.dhs.state.il.us/page.aspx?item=68168). ~~Plan is now updated at: [www.dhs.state.il.us/page.aspx?item=68168](http://www.dhs.state.il.us/page.aspx?item=68168).~~ After reviewing both websites, the Student Support Committee will decide how to implement its recommendations and strategies as appropriate within the resources available in the District.

#### Referrals

Staff members should refer a student suspected of having social, emotional, or mental health problems to the building-level Student Support Committee. The Student Support Committee will review information about a referred student, including prior interventions, and suggest appropriate steps for referral and follow-up. The Student Support Committee may offer strategies to a referred student's classroom teachers and parents/guardians about ways they can manage, address, and/or enhance the student's social and emotional development and mental health. In addition, the Student Support Committee may recommend coordinated educational, social work, school counseling, and/or student assistance services within the school as well as referrals to outside agencies.

Referrals under this procedure are unrelated to the special education evaluation process and do not trigger the District's timeline for evaluations. However, the use of these procedures shall not circumvent the special education process. See Administrative Procedure 6:120-AP1, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*.

#### School Counseling, Social Work, and Psychological Services

The Student Support Committee may request school counselors, social workers, psychologists, and school nurses to provide support and consultation to teachers and school staff about strategies to promote the social and emotional development and mental health of all students. They may also be requested to provide screening and early detection approaches to identify students with social, emotional, and mental health needs.

School counselors, social workers, and psychologists will inform parents/guardians of all issues that pose a serious health and/or safety risk; they will inform the Building Principal of any health or safety risks that are present in the school.

#### Psycho-Educational Groups

As appropriate, the Student Support Committee may recommend that a student participate in a variety of psycho-educational groups. These groups are typically led by school counselors, social workers, or psychologists, but are not structured as therapeutic services. Groups are designed to help students better understand issues and develop strategies to manage issues of concern to them that may, if not addressed, interfere significantly with the students' educational progress or school adjustment. Groups have a written curriculum that guides discussion over a set period of time, generally five weeks. A student may participate in a group without parent/guardian permission for one such time period; subsequent enrollment in the same group requires parent/guardian permission.

Students in a group who present significant concern and for whom therapeutic services must be considered will be referred to the social workers, psychologists, or school counselors for individual consultation. (See above description of these services).

#### Erin's Law Counseling Options, Assistance, and Intervention

The Student Support Committee shall identify District and community-based counseling options for students who are affected by sexual abuse and grooming behaviors, along with options for victims of sexual abuse to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

#### School and Community Linkages

When possible, the Student Support Committee shall seek to establish linkages and partnerships with diverse community organizations with the goal of providing a coordinated, collaborative early intervention social and emotional development and mental health support system for students that is integrated with community mental health agencies and organizations and other child-serving agencies and systems.

LEGAL REF.: 105 ILCS 5/10-23.13  
405 ILCS 49/ Children's Mental Health ~~Act of 2003~~,

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